

# Local Control Accountability Plan (LCAP) REPORT June 18, 2025

# 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 share review of data and updates for new school year.
- Second year of implementation will begin on August 2025-2026
- Third year of implementation will begin on August 2026-2027 and new LCAP will be developed this school year.



## 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.*

# 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

# CA Dashboard and Red Indicators

<p style="text-align: center;"><b>2023-2024</b></p> <p style="text-align: center;"><b>Monitor subgroups until new LCAP in 2027</b></p>	<p style="text-align: center;"><b>2024-2025</b></p>
<p><b>District Wide</b> English Learner Progress</p> <p>English Language Arts (ELA): (Orange)</p> <ul style="list-style-type: none"> <li>Sub group: <b>English Learner</b></li> </ul> <p>Mathematics: (Yellow)</p> <ul style="list-style-type: none"> <li>Sub Group: <b>African American and English Learners</b></li> </ul> <p>Chronic Absenteeism: ( Orange)</p> <ul style="list-style-type: none"> <li>Sub group: <b>African American</b></li> </ul> <p>Suspension: (Orange)</p> <ul style="list-style-type: none"> <li>Sub group: <b>African American</b></li> </ul>	<p><b>District Wide</b> English Learner Progress (Green)</p> <p>English Language Arts (ELA): (Orange)</p> <ul style="list-style-type: none"> <li>Sub group: <b>English Learners, Homeless, LTELs, and SWD</b></li> </ul> <p>Mathematics: (Orange)</p> <ul style="list-style-type: none"> <li>Sub Group: <b>Homeless, LTEL's, SED, SWD and English Learners</b></li> </ul> <p>Chronic Absenteeism: ( Yellow)</p> <ul style="list-style-type: none"> <li>Sub group: <b>Pacific Islander</b></li> </ul> <p>Suspension: (Green)</p> <ul style="list-style-type: none"> <li>Sub group: <b>No student group</b></li> </ul>



# 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	9
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
<b>Total</b>	<b>6394</b>	<b>3606</b>	<b>7</b>	<b>462</b>	<b>46</b>	<b>2156</b>	<b>3738</b>	<b>62</b>

# 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

Goal: 2% increase

Attendance Rate			
2023-2024 Baseline	2024-2025 (as of 02/11/2025)	2024-2025 (As of May 30, 2025)	2026-2027 Goal
<b>District:</b> 93.3% <b>EL:</b> 92.5% <b>LTEL:</b> 93.6% <b>Homelessness:</b> 91.6% <b>Foster:</b> 89.7% <b>SED:</b> 93% <b>SWD:</b> 92.1% <b>AA:</b> 92.1%	<b>District:</b> 94 % <b>EL:</b> 92.8% <b>LTEL:</b> 89.3% <b>Homelessness:</b> 93% <b>Foster:</b> 88.4% <b>SED:</b> 93% <b>SWD:</b> 92% <b>AA:</b> 91.7%	<b>District:</b> 93.7% <b>EL:</b> 92.3% <b>LTEL:</b> 89.5% <b>Homelessness:</b> 92.1% <b>Foster:</b> 87.4% <b>SED:</b> 92.5% <b>SWD:</b> 91.5% <b>AA:</b> 91%	<b>District:</b> 99.7 % <b>EL:</b> 97.3% <b>LTEL:</b> 99.4% <b>Homelessness:</b> 97.6 <b>Foster:</b> 96.4% <b>SED:</b> 99% <b>SWD:</b> 98.1% <b>AA:</b> 97.7%

# Absenteeism

Goal: 3% decrease

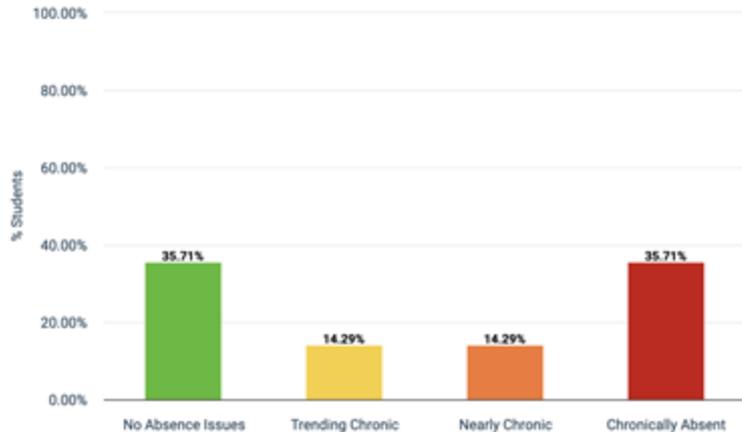
Chronic Absenteeism			
2023-2024 Baseline	2024-2025 (as of 02/11/2025)	2024-2025 (as of 05/30/2025)	2026-2027 Goal
<b>District:</b> 18.3% <b>EL:</b> 26.4% <b>LTEL:</b> 20.7% <b>Homelessness:</b> 30.4% <b>Foster:</b> 50% <b>SED:</b> 24% <b>SWD:</b> 25.4% <b>AA:</b> 35%	<b>District:</b> 18.7% <b>EL:</b> 25.7% <b>LTEL:</b> 40.6% <b>Homelessness:</b> 24.1% <b>Foster:</b> 40% <b>SED:</b> 24.6% <b>SWD:</b> 29% <b>AA:</b> 36.4%	<b>District:</b> 19% <b>EL:</b> 26.9% <b>LTEL:</b> 36.9% <b>Homelessness:</b> 29% <b>Foster:</b> 33.3% <b>SED:</b> 25.4% <b>SWD:</b> 29.9% <b>AA:</b> 37.5%	<b>District:</b> 9.9% <b>EL:</b> 17.6% <b>LTEL:</b> 11.5% <b>Homelessness:</b> 21.4% <b>Foster:</b> 24.3% <b>SED:</b> 14.8% <b>SWD:</b> 17.1% <b>AA:</b> 26%

# Dashboard Red Indicators to monitor for attendance: June 6, 2025

## African Americans 22-23

2021-2022: 30.2% Identified group (17 students)  
2022-2023: 44.9% Increase (21 student)  
2023-2024: 35% decrease (16 student)  
2024-2025: 35.71 increase (12 students)

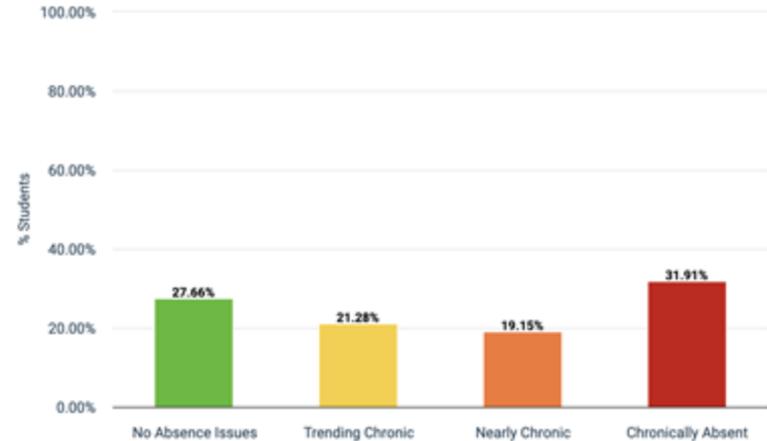
The students and their level of chronic absence.



## Pacific Islanders 23-24

2024-2025: 31.91% Decrease (19 students)  
2023-2024: 35.4% Increase (18 students)  
2022-2023: 34% Decrease (16 students)  
2021-2022: 44.9% High (23 students)

The students and their level of chronic absence.



# Suspensions

**Goal:** Reduce 0.5% District,  
SED, EL, Homeless etc.  
AA: reduce 1%

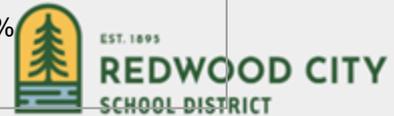
2023-2024 Baseline	2024-2025 (As of 02/11/25)	2024-2025 (As of 05/30/25)	2026-2027 Goal
<b>District</b> 2.2% <b>EL:</b> 2.2% <b>LTEL:</b> 7.8% <b>Homelessness:</b> 3.8% <b>Foster:</b> 0% <b>SED:</b> 3.2% <b>SWD:</b> 4.4% <b>AA:</b> 5%	<b>District:</b> 0.6% <b>EL:</b> 1.1% <b>LTEL:</b> 3.9% <b>Homelessness:</b> 1.3% <b>Foster:</b> 0% <b>SED:</b> 0.9% <b>SWD:</b> 1.4% <b>AA:</b> 0%	<b>District:</b> 1% <b>EL:</b> 1.5% <b>LTEL:</b> 6.6% <b>Homelessness:</b> 1.6% <b>Foster:</b> 16.7% <b>SED:</b> 1.4% <b>SWD:</b> 2.1% <b>AA:</b> 0%	<b>District:</b> 0.2% <b>EL:</b> 0.7% <b>LTEL:</b> 3.0% <b>Homelessness:</b> 0% <b>Foster:</b> 0% <b>SED:</b> 0.8% <b>SWD:</b> 0.8% <b>AA:</b> 3%

# African American Suspensions Monitoring until 2026- 2027

Year	Percent
2021-2022	10.9%
2022-2023	18.4%
2023-2024	5%
2024-2025	0%

# Fall Climate and sections of CA Healthy Kids Survey

Question	Percent Favorable	CHKS Spring
1. I feel close to people at school	70%	4th-5th: 64% 6th-8th: 67%
2. I am happy at school	62%	4th-5th: 70% 6th-8th: 54%
3. The teachers at this school treat students fairly	66%	5th: 82% 6th-8th: 53%
4. I feel safe at school	66%	4th-5th: 80% 6th-8th: 72%
5. It is hard for me to stay focused when doing my work	32%	6th-8th: 33%
6. I try hard on my school work because I am interested	59%	6th-8th: 35%
7. I work hard to try to understand new things when doing my school work	77%	6th-8th: 60%



Question	Percent Favorable	CHCKS
8. There is a teacher or other adult from my school who really cares about me	57%	4th-5th: 81% 6th-8th: 59%
9. There is a teacher or other adult from my school who tells me when I do a good job	69%	4th-5th: 74% 6th-8th: 71%
10. There is a teacher or other adult from my school who notices when I'm not there	57%	6th-8th: 60%
11. There is a teacher or adult or other adult from my school who checks on how I am feeling	45%	4th-5th: 53% 6th-8th: 47%
13. There is a teacher or other adult from my school who believes that I will be a success	67%	6th-8th: 68%
14. We have opportunities to collaborate on projects in our classroom	74%	Not on survey
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%	Not on survey



## District Focus for 25/26 for Goal 1

**Attendance and Chronic Absenteeism continue to be a focus for RCSD for next year as we did not meet our goals in this area.**

- District wide campaign, consistent messaging about attendance will need to be a focus for the district.
- District needs to identify the barriers in order to support families at the sites. Will need to work with the site TOSAs to identify the barriers.
- Train staff on:
  - Chronic absenteeism vs. truancy
  - Early warning systems
  - Empathetic communication with families
- Continue to provide outreach to families through phone calls, home visits, and texting.

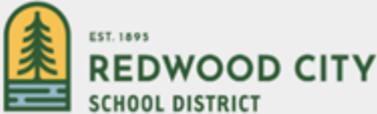
# District Focus for 25/26 for Goal 1

Social Emotional Learning	Wayfinder will be used at: Garfield, North Star Academy, Taft, Hoover, Kennedy, McKinley, and Orion
Positive Behavioral Interventions and Supports ( PBIS)	2 new sites: Adelante and Year 2 sites: McKinley,
Powerschool	Behavior focus for all school sites ( Focus on Positivity points for students) Complements PBIS Powerschool Analytics- Data visualization platform
Behavior Specialist: Contracts	Services for intensive behavior of unduplicated pupils. ( 1 BCBA and 3 BTs)
Mental Health	Mental Health Counselors, One-Life counseling, school Psychologists, and Lead Mental Health Counselor
Trauma Based teacher training	Teachers from McKinley, Henry Ford, Clifford, Roosevelt



# District Focus for 25/26 continued for Goal 1

Opportunity School	Continue to support Alternative to Suspension. New year will also focus on Chronic Absenteeism and re-engage students who are not attending. Applied for grant for CARE ( Counting Attendance to Re-engage Excellence)
Climate Survey	California Healthy Kids Survey
Homeless	Support transportation for homeless families or gift cards
Community Schools	Continue to support Coordinators and Office Assistants to support wrap around services.
Educational Services Personnel	Continue to support Director of Ed Services, Director of Multilingual Director, Office Assistants for Ed. Services, Coordinator of Assessment, District TOSAs for coaching support
MTSS TOSAs	Most sites have at least a 0.5 FT - 1.0 FTE to support Student Study Teams, 504s, Attendance, 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

ELPAC: 5.6% growth each year  
 Reclassification:

	2023-2024 Baseline	2024-2025 (as of 05/29/2025 - 99.5% released)	2025-2026 <i>Projection if increase/decrease</i>	2026-2027 Goal
ELPAC	38.5%	39.6%	50%	55%
Reclassification rate	May 2024 15.3%	Estimated rate: 16.4% (83 RFEP, 271 pending RFEP)	16%	20%
Long Term English Learner	26%	12%	15%	10%



# Summative ELPAC

2023-2024	2024-2025 (as of 05/29/25 - 99.5 % released)
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%	EL making 1 year progress: <b>39.6%</b> ELPAC Levels Level 4: <b>13.3%</b> Level 3: 28.2% Level 2: 29.8% Level 1: 28.6%

## District Focus for 25/26

**RCSD continues to focus on our English Learners as they continue to need support. We did not meet our goal on having students meet 1 year growth. As the preliminary data only shows 1.1% growth.**

RCSD is working with administrators on learning about the EL Roadmap and with a renewed focus on the ELA/ELD framework.

Administrators are working on a feedback form to be consistent with providing feedback in terms of strategies for English Learners.

Principals will be provided a tool to support their staff on a monthly basis.

Common assessments to monitor students growth.

## District Focus for 25/26

ELD ( Language Power)	Integrated ELD focus continues at Roosevelt, Hoover, and McKinley with coaching supports Trimester Assessments to be monitored for the new year prior to ELCAP testing
Personnel	Director of Multilingual Learners, Bilingual Testing Specialist, Interpreters, Outreach Specialist
Field Trips	Continue to support unduplicated pupils for Outdoor Education and other field trips
Newcomer Staff	Newcomer Teachers at Hoover, McKinley and Kennedy Instructional Assistants to support Newcomers at Hoover, Mckinley, Kennedy Part time at Taft, Roosevelt, Garfield, and Clifford

## District Focus for 25/26

Ellevation	Platform to monitor students identified as English Learners
Dually Identified Students	Collaboration with Special Education Department to meet the needs of dually identified students.
Professional Development	For new teachers to RCSD Integrated ELD and Roadmap with Administrators Integrated ELD Coaching and planning for 2-5 at Roosevelt and Hoover and 6-8 Science and Social Studies teachers at McKinley

# 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

Goal: 4% growth

i-Ready Reading Annual Growth		
2023-2024 Baseline Spring 2024	2024-2025 <i>Spring</i>	2026-2027 Goal
District wide: 54% EL's: 49% LTEL's: 50% African American: 48%	District wide: 57% EL's: 54% LTEL's: 52% African American: 35%	District wide: 66% EL's: 59% LTEL's: 62% African American: 60%

# i-Ready Assessment Local Data

Goal: 4% growth

i-Ready Math Annual Growth		
2023-2024 Spring 2024	2024-2025 Spring 2025	2026-2027 Goal
<b>District wide:</b> 46% <b>EL's:</b> 42% <b>LTEL's:</b> 47% <b>African American:</b> 50%	<b>District wide:</b> 47% <b>EL's:</b> 43% <b>LTEL's:</b> 46% <b>African American:</b> 45%	<b>District wide:</b> 58% <b>EL's:</b> 54% <b>LTEL's:</b> 57% <b>African American:</b> 64%

# CAASPP Assessment

Goals: District: 4.8%  
 EL 4.91 %  
 LTEL: 5.7%  
 AA: decrease of 4.7%  
 SWD: decrease of 4.8%

ELA Data		
2023-2024 Baseline	2024-2025 As of 06/09/25 - 91% scores released	2026-2027 Goal
Spring 2024 <b>District wide:</b> 45.2% <b>EL's:</b> 5.27% <b>LTEL's:</b> 1.2% <b>African American:</b> 32% <b>SWD:</b> 16.43%	Spring 2025 <b>District wide:</b> (49.6%) <b>EL's:</b> (8.8%) <b>LTEL's:</b> (5.2%) <b>African American:</b> (26.3%) <b>SWD:</b> (15.5%)	<b>District wide:</b> 59.7% <b>EL's:</b> 20% <b>LTEL's:</b> 18.3% <b>African American:</b> 46.1% <b>SWD:</b> 31%

# CAASPP Assessment

Goal: District: 2.94%  
 EL : 2.94 %  
 LTEL: 4%  
 AA: 2.6%  
 SWD: 2.9%

Mathematics Data		
2023-2024	2024-2025 As of 06/09/25 - 91% scores released	2026-2027 Goal
Baseline		
<b>District wide:</b> 37.17% <b>EL's:</b> 7.17% <b>LTEL's:</b> 0% <b>African American:</b> 25% <b>SWD:</b> 14.28%	<b>District wide:</b> (39.9%) <b>EL's:</b> (7.1%) <b>LTEL's:</b> (1.2%) <b>African American:</b> (15.8%) <b>SWD:</b> (13.8%)	<b>District wide:</b> 46% <b>EL's:</b> 16% <b>LTEL's:</b> 12% <b>African American:</b> 33% <b>SWD:</b> 23%



# CAASPP Assessment

District: 4%  
 EL: 4%  
 LTEL: 4%  
 AA: 4 %  
 SWD: 3.7%

Science Data		
2023-2024	2024-2025 As of 5/30/25 - 85% scores released	2026-2027 Goal
Baseline		
<b>District wide: 31.2%</b> <b>EL's: 0%</b> <b>LTEL's: 0%</b> <b>African American: 11%</b> <b>SWD: 12.2%</b>	<b>District wide: (35%)</b> <b>EL's: (2%)</b> <b>LTEL's: (2%)</b> <b>African American:(10%)</b> <b>SWD: (12%)</b>	<b>District wide: 43.2%</b> <b>EL's: 12%</b> <b>LTEL's: 12%</b> <b>African American: 23%</b> <b>SWD: 23.4%</b>

# Goal 3 District Focus For 25/26

Language Arts and Math continued to be a focus for RCSD. For Language Arts our focus for the 25/26 school year will be working on comprehension protocols that all 3-8 teachers will implement in order for consistency across the grade levels. K-2 focus will be embedding reading comprehension through Benchmark Adelante curriculum.

In Mathematics we will continue to implement Illustrative Mathematics program, Math coaches will provide feedback in regards to lesson planning. Common assessments will be implemented district wide.

PLC will continue and this years focus will be on analyzing their students data. Teachers will have the opportunity to plan for instruction.

# Goal 3 District Focus For 25/26

English Language Arts ( Benchmark Adelante Curriculum)	Focus for K-8 will be Reading Comprehension K-2: Benchmark focus 3-5: ( CRLP)California Reading Literacy Project 6-8 Science/ Social Studies: CRLP Middle Language Arts: Expository Creative Reading and Writing
Mathematics ( Illustrative Mathematics)	K-5: Continue with implementation and focus on formative and summative assessments on all chapters. Middle School: Training for Illustrative Mathematics
Science ( FOSS)	4th and 5th grade training on FOSS to continue to use
PILOT	Taft and Garfield will pilot new Benchmark
New PILOT	Dedicated Planning weekly planning at Taft for 3-5

# Goal 3 District Focus For 25/26

Personnel	District TOSAs for Coaching support at school sites Instructional Assistant at Hoover, Garfield, Taft, and Roosevelt Two Guest Teachers to provide release time for planning for McKinley and District planning at sites Reading Intervention Teachers at Roosevelt, Taft, Garfield, Hoover, Orion, Adelante, Music Teachers: for K-5 students at Roosevelt, Taft, Orion, Adelante Selby,
Expanded Learning	Tutoring Summer School
Technology Apps and Assessments	I-Ready Diagnostic Assessment and ELA lessons Book Creator, Brain Pop, Learning A-Z (K-3), Newsela (3-8), Literably, Read/Write for chrome, Typing Club 2-3, Flocabulary, Reflex and Frax (2-8), Khan Kids (K-1), and online License for Heggerty

# QUESTIONS