



ADELANTE SELBY

EST. 1996

SPANISH IMMERSION SCHOOL

Board Presentation

LCAP GOAL #1

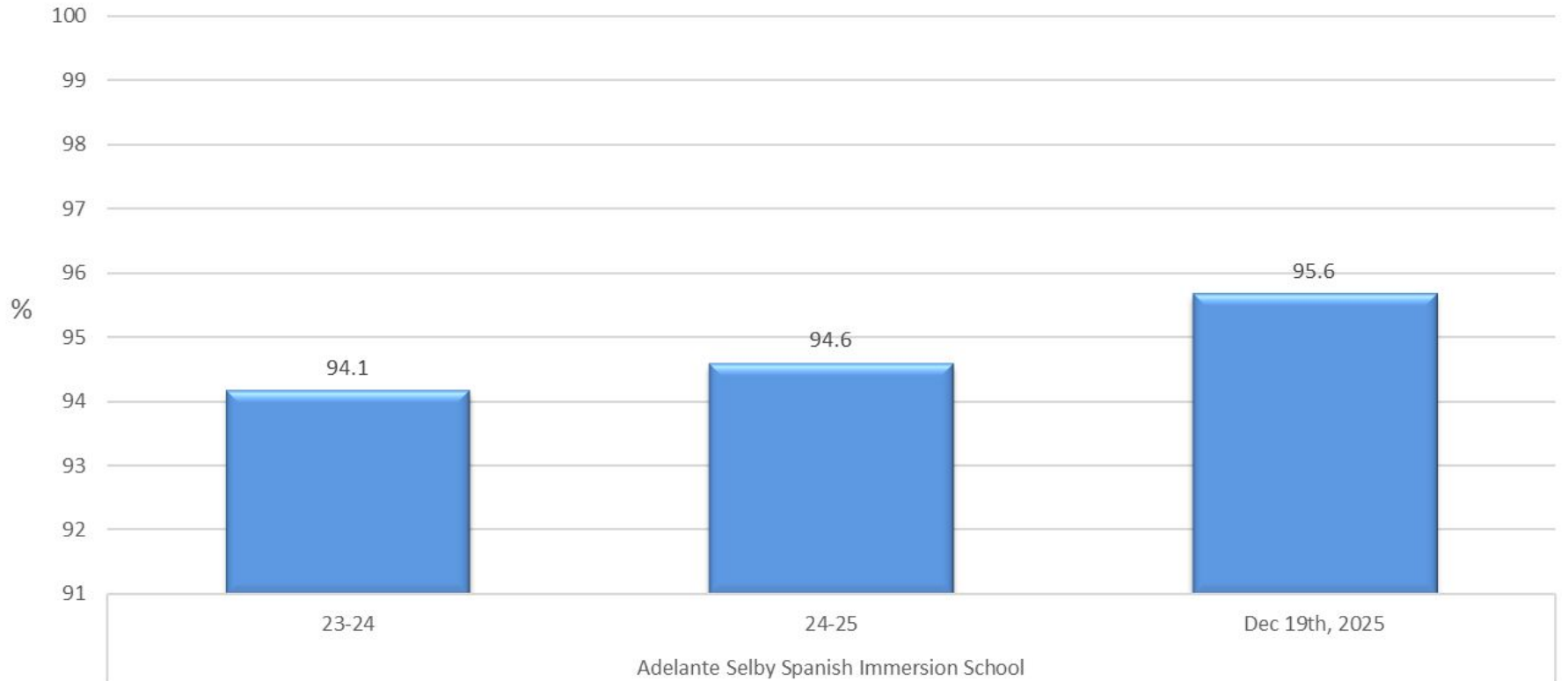
By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

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



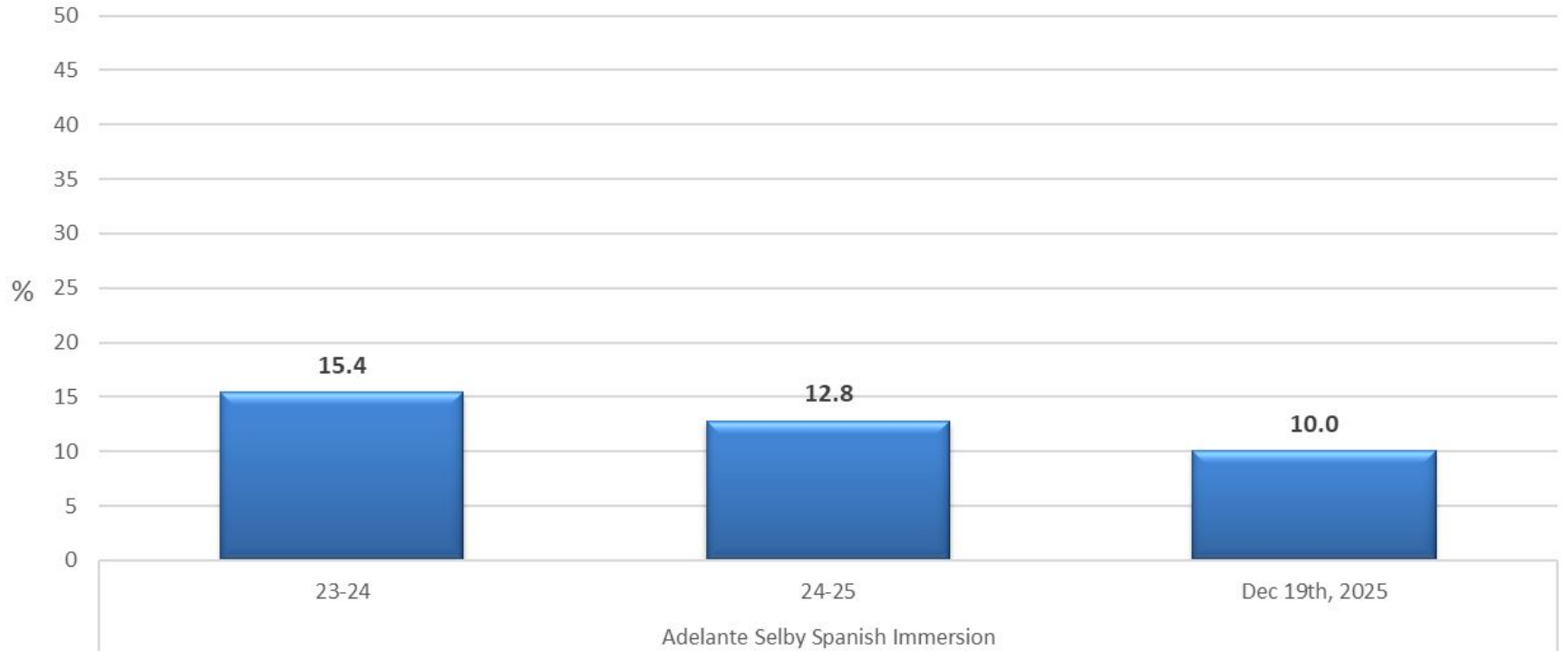
Adelante Selby Spanish Immersion School

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 Outcome
Attendance Rate	Improve Attendance Rate by 2% each year	All students	Increase	94.1%	96.1%	94.6%	96.6%	95.6%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
94.1%	+0.5	+1.0

Chronic Absenteeism 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 Outcome
Chronic Absenteeism	Reduce Chronic Absenteeism Rate by 3% each year	All students	Decrease	15.4%	12.4%	12.8%	9.8%	10.0%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
15.4%	-2.6	-2.8

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
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	0.0%	0.0%	0.0%	0.0%	0.0%
		Social Economically Disadvantaged	Decrease	0.0%	0.0%	0.0%	0.0%	0.0%
		EL	Decrease	0.0%	0.0%	0.0%	0.0%	0.0%
		Homeless	Decrease	0.0%	0.0%	0.0%	0.0%	0.0%
		SWD	Decrease	0.0%	0.0%	0.0%	0.0%	0.0%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	0%	0	0	Homeless	4.7%	0	0
SED	0%	0	0	SWD	16.3%	0	0
EL	0%	0	0	LTEL	21.7%	0	0

Goal 1: Takeaways and Next Steps-PBIS

Attendance:

Strategies to support attendance and challenges

- MTSS TOSA, Family Center, office staff make phone calls to parents/guardians to discuss attendance concerns.
- Community School Coordinator, MTSS TOSA and myself attend screen team meeting to discuss the attendance and trends of our students.
- Teachers have a welcome back routine for those students that have missed school.
- We have a strong Extended Learning Opportunity Programs, approximately 430 students are enrolled.
- Celebrate perfect attendance at the trimester Alebrije Awards.
- More families are taking advantage of the 3-day independent study.

School Engagement Support Plans (SESPs): 15 in total so far

All actions to continue in the 2026-2027 school year

Next Steps:

- Create Attendance Challenges
- Monitor completion rates and follow up promptly when independent study work is incomplete.

Goal 1: Takeaways and Next Steps-Suspensions

Weekly Screen Team Meetings:

- Principal, MTSS TOSA, Community School Coordinator meet bi-weekly
- Review and discuss: academic, behavior, mental health, attendance and SPED
- Review and discuss Teacher input forms

Social Emotional Learning:

- 3rd-5th work one trimester in the school year with Acknowledge Alliance
- TK-5th grades have Daily Morning Meetings

PBIS:

- Working with SCCOE (Year 1)
- Schoolwide incentive with our Alebrije tickets.

Mentoring:

- Peninsula Bridge: 3rd-5th grades, meet once a week offsite
- Friends for Youth: 5th grade: meet once a week onsite

Goal 1: Takeaways and Next Steps-Suspensions

Suspensions:

- Alternative Suspensions
- Mental health check-ins with counselor

All actions to continue in 2026-2027 School Year

Next Steps:

- Monthly Character Traits and student recognition by teachers
- Find a SEL program specifically designed for K-2nd grades

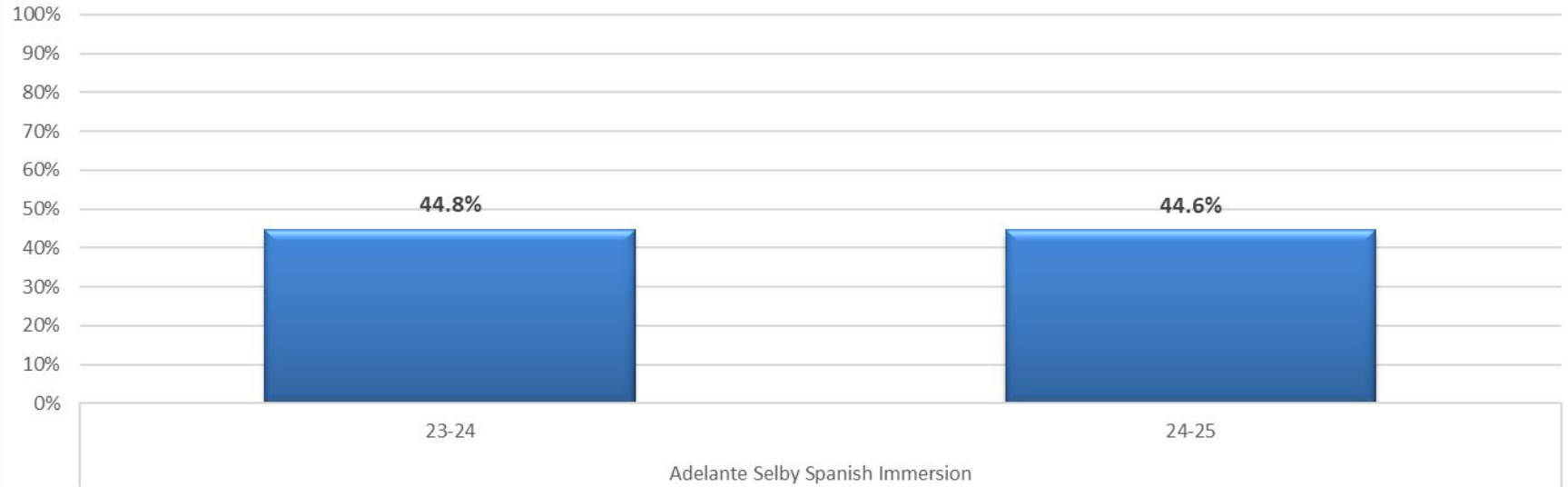
LCAP Goal #2

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.

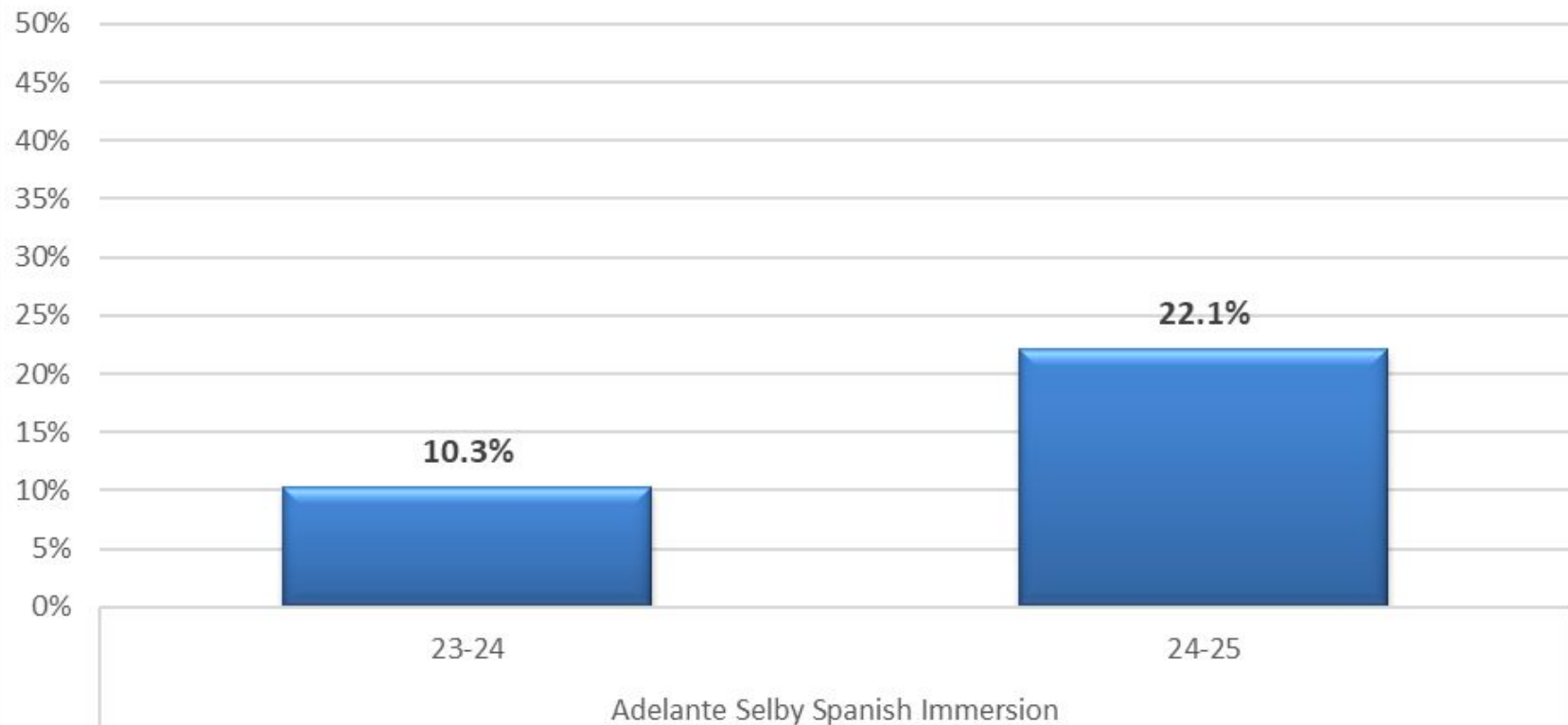
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

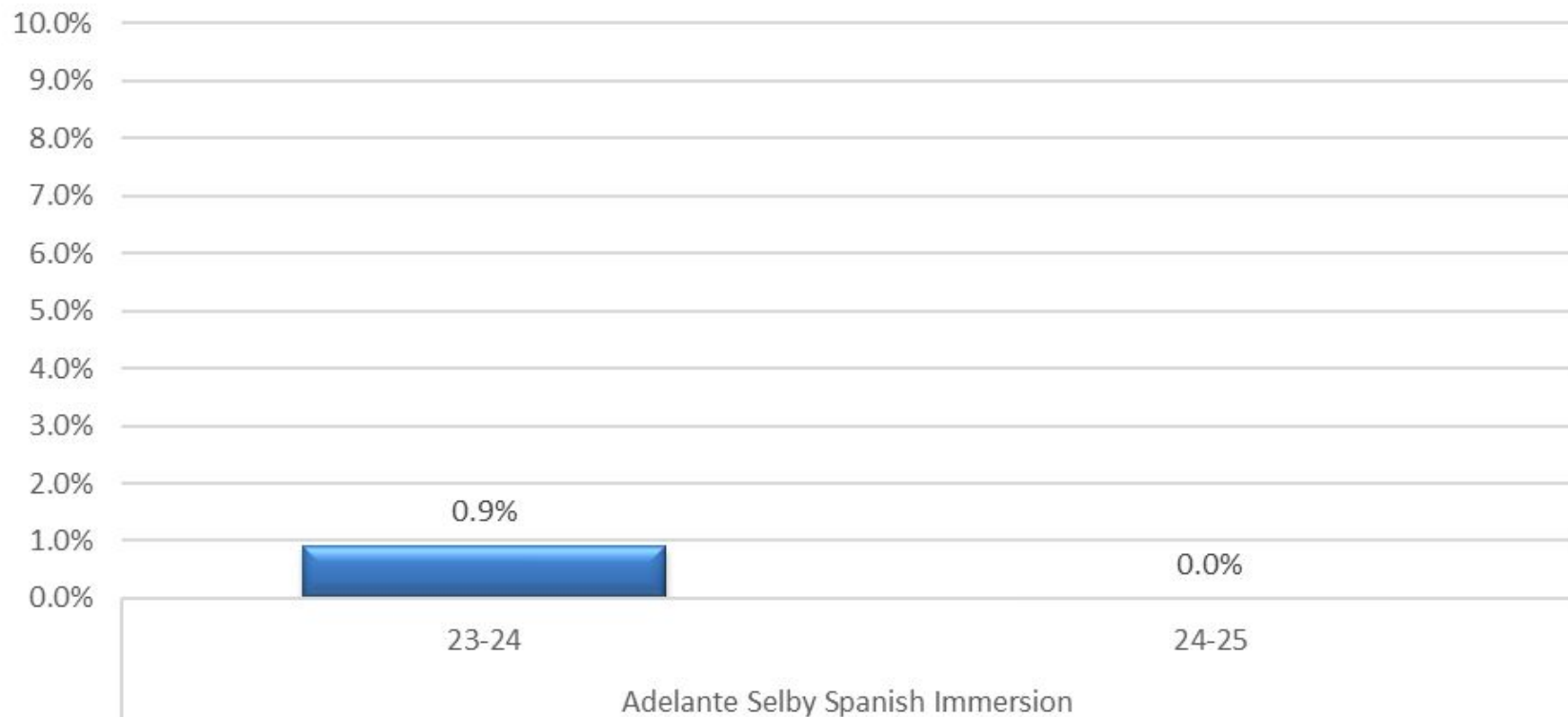
ELPAC Level growth Grade 2-8 ELs increased at least 1 ELPAC level



RFEP Rate



LTEL rate



Metric	Target	Student groups monitored	Expected trend	Base year 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	44.8%	48.2%	44.6%	49.8%
Reclassification Rate	20%	ELs	Increase	10.3%	13.5%	22.0%	20.0%

	Base	Year 1 difference
ELPAC Progress	44.8%	-0.8
Reclassification Rate	10.3%	+11.7

Goal 2: Takeaways and Next Steps

Actions:

- Kinder-5th grades worked with Dr. Kim Saguilan in integrated ELD
- Dr. Saguilan taught modeled lessons in a 2nd and 4th grade classrooms with the emergent group. Teachers were provided coverage to observe, followed by a debrief and formal professional development with full staff
- Language Power curriculum used Kinder-5th grade
- Presented ELPAC practice, reclassification process, interpreting ELPAC results, the progression of the ELPAC to parents at monthly ELAC meetings.
- Instructional assistant provide one hour of targeted support for newcomer students
- ELPAC Test prep in the classroom
- Use ELPAC data to identify students needing targeted support and align interventions, including placement in reading intervention groups.
- Teachers collaborate to plan integrated ELD lessons aligned to ELPAC proficiency levels and district integrated unit strategies.
- Use ELPAC data to identify students needing targeted support and align interventions, appropriately.
- Monitor student progress and adjust instruction based on language development needs.

Goal 2: Takeaways and Next Steps

Next Steps:

- Continue to work with Dr. Saguilan on integrated ELD best practices
- Conduct ELD-focused instructional rounds so teachers can observe each other, share effective strategies, and strengthen their teaching practices.
- Administrators, teachers, and the MTSS TOSA will meet with English Learner families to review ELPAC levels, discuss student progress, and outline next steps, followed by ongoing communication.

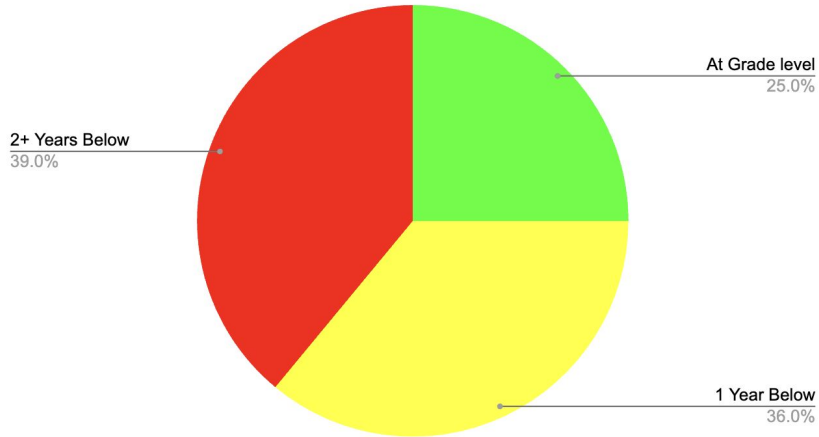
LCAP Goal #3

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.

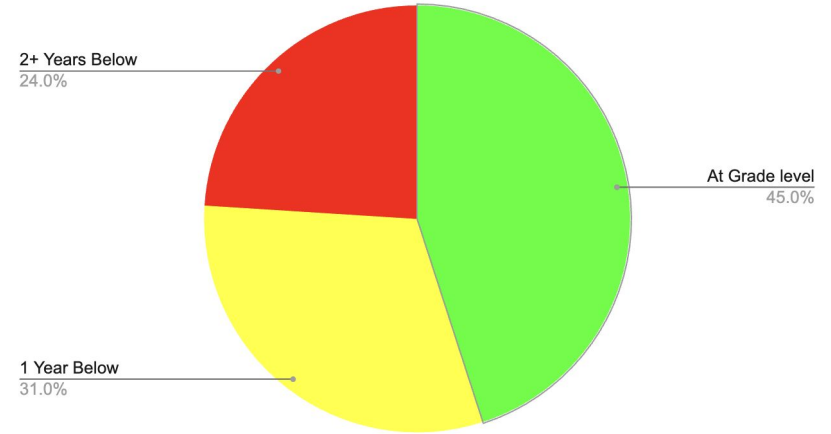
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Iready ELA Overall

ELA Adelante Selby Fall 2025



ELA Adelante Selby Winter 2026



	Fall	Winter	Difference
At Grade Level	25%	45%	+20
1 Year Below	36%	31.0%	-5
2 + Year Below	39%	24%	-12

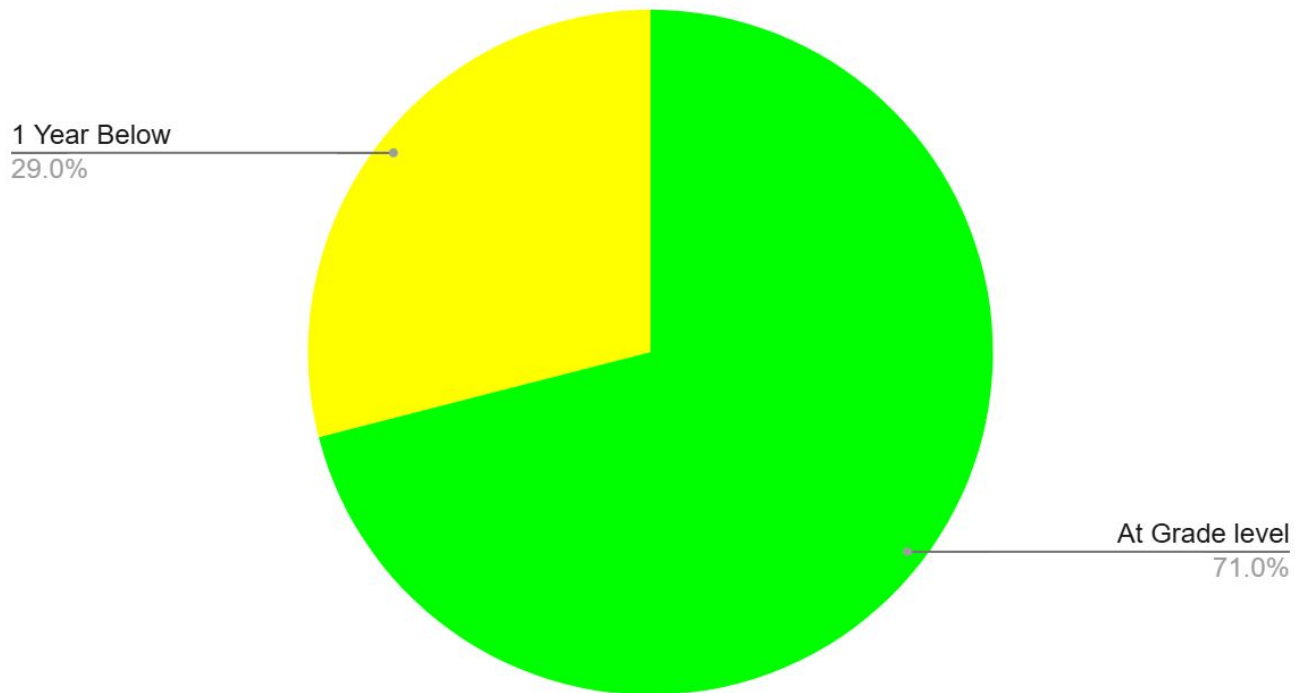
I-Ready ELA

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	64.8%	68.8%	63.4%	67.4%	65.4%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
64.8%	-1.4	+2

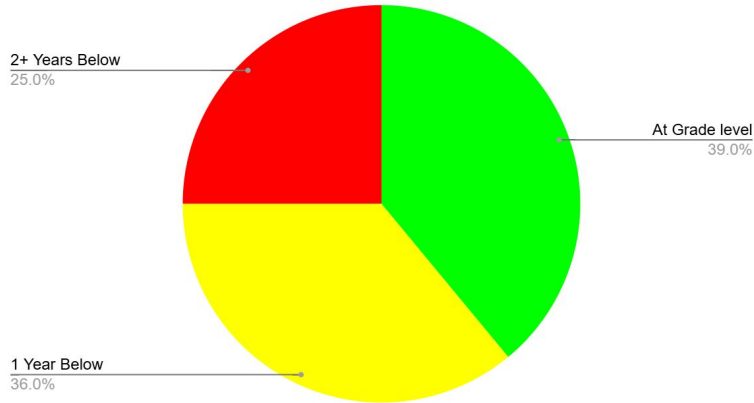
Kinder Spanish iReady Results

Spanish Adelante Selby Winter 2026

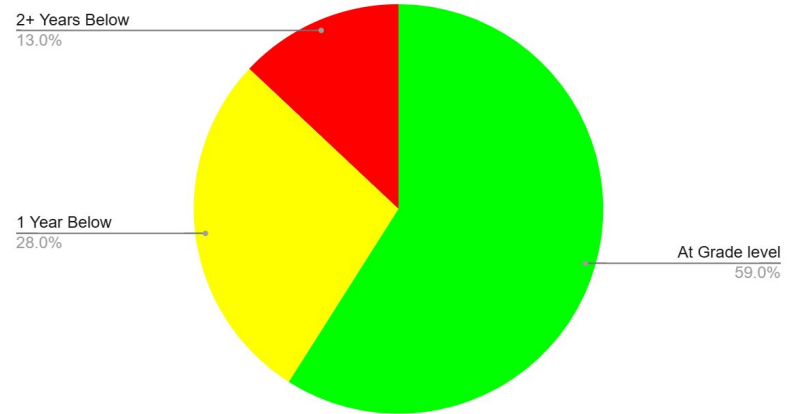


First - Fourth Spanish iReady Results

Spanish Adelante Selby Fall 2025



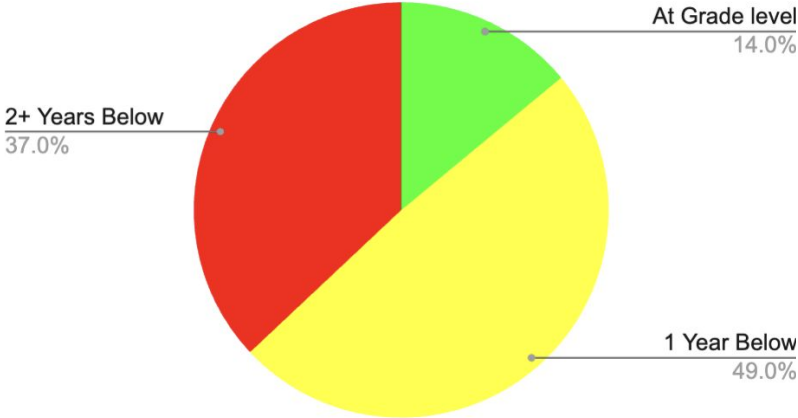
Spanish Adelante Selby Winter 2026



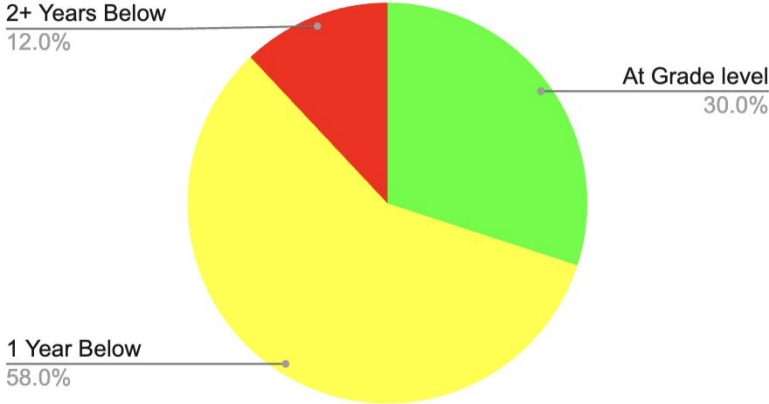
	Fall	Winter	Difference
At Grade Level	39%	59%	+20%
1 Year Below	36%	28%	-8%
2 + Year Below	25%	13%	-12%

Iready Math Overall

Math Adelante Fall 2025



Math Adelante Winter 2026



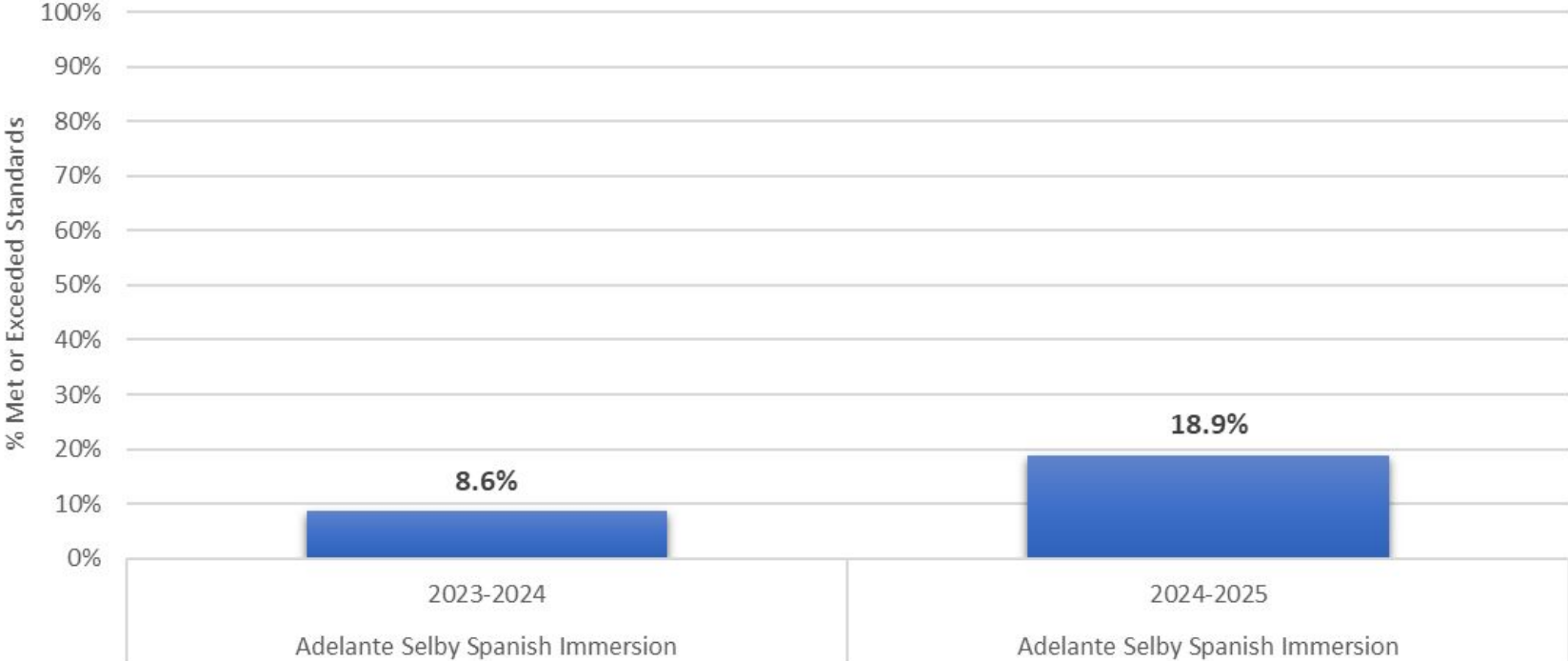
	Fall	Winter	Difference
At Grade Level	14.0%	30%	+16.0%
1 Year Below	49.0%	58.0%	+9.0%
2 + Year Below	37.0%	12%	-25%

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	46.0%	50.0%	55.2%	59.2%	62.1%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
46.0%	+9.2	+6.9

English Learners ELA - Met or Exceeded Standards

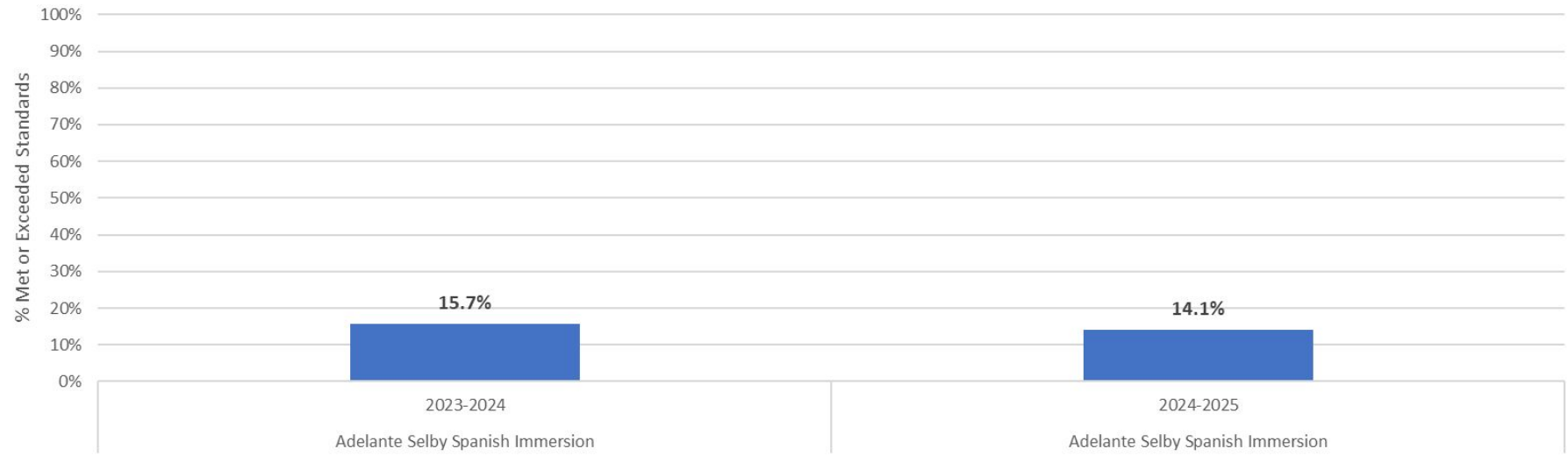


CAASPP ELA

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	8.6%	12.4%	18.9%	20.0%

Base	Year 1 difference
8.6%	+10.3

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	15.7%	15.8%	14.1%	15.1%

Base	Year 1 difference
15.7%	-1.6

Goal 3: Takeaways and Next Steps

Actions:

- Reading intervention Groups: 1st & 2nd and 3rd-5th grades 72 Students total.
- Weekly grade level planning time
- Professional Learning Communities (PLCs): 25/26 Focus: Math
- Monthly MTSS Leadership team meeting reviewing data and observing trends
- TK teachers take 1st grade students twice a week for Math intervention
- Use ongoing progress monitoring data (i-Ready, ELPAC, formative assessments, CAASPP, writing samples, Benchmark end-of-unit assessments, and Imagine IM Math) to adjust and improve instruction and interventions.
- Use the guest teacher for coverage to support teacher professional development, planning, data analysis, and peer observation.

All actions to continue in 2026-2027 school year

Goal 3: Takeaways and Next Steps

All actions to continue in 2026-2027 school year

Next Steps:

- Utilize the STEAM teacher to implement targeted math intervention.
- Monthly PLC meeting to review data and targeted groupings.
- Continue daily targeted groups at each grade level
- Targeted planning with CRLP routines for Reading Comprehension
- Expand the schoolwide PLC focus in the 2026–2027 school year to include Mathematics, in addition to Writing and ELD.

Questions?

Thank you!