

# Adelante Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

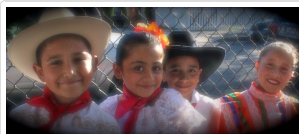
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### David Bautista, Executive Director/Principal

Principal, Adelante Charter

#### About Our School

Adelante Charter School of Santa Barbara is a unique place where the languages and cultures of students are nurtured, respected and developed in a dual-language program that supports the individual and the community! We provide students in Kindergarten through sixth grade a Spanish-English two-way immersion (TWI) program. We implemented the 90:10 TWI model in the 2010-2011 school year where 90% of the instructional minutes are delivered in Spanish for students in Kindergarten and 1st grade. When students reach 5th grade and 6th grade, the instructional day is 50% in Spanish and 50% in English as our students **are** bilingual and multicultural!

Our school is committed a World-class Education where two languages are the medium of instruction. In addition to cultivating academic and cross-cultural excellence in both languages, celebrating multiculturalism, innovation, creativity and the arts while also promoting the development of a learning community in which students use effective communication, conflict resolution, and problem solving to prepare for success in the 21st century global economy. As we work with the new Common Core State Standards, we continue to advance our strong curriculum where our science and mathematics programs emphasize hands-on, student-centered learning, relevant real world problem solving, inquiry, and consistent opportunities for interaction with the natural world. Adelante provides students early exposure to and repeated experiences in "STEM" subjects to cultivate both future interest and future aptitude in the STEM subjects. Students at all grade levels participate in numerous field trips including overnight excursions to the Monterey Bay Aquarium, Wishtoyo Chumash Village and Catalina Island Marine Institute. Adelante promotes health, wellness, and nutrition through gardening activities and in our vigorous physical education program. Adelante's strong commitment to arts education is demonstrated as students train their minds and bodies with in-school dance instruction, express their creativity in our visual arts program, and lift their voices together in Adelante's popular music program. We are dedicated to engage and inspire each child to realize his/her unique potential!

#### Contact

Adelante Charter  
1102 East Yanonali St.  
Santa Barbara, CA 93103-3167

Phone: 805-966-7392  
E-mail: [dbautista@sbsdk12.org](mailto:dbautista@sbsdk12.org)



## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Santa Barbara Unified
<b>Phone Number</b>	(805) 963-4338
<b>Superintendent</b>	Cary Matsuoka
<b>E-mail Address</b>	<a href="mailto:cmatsuoka@sbunified.org">cmatsuoka@sbunified.org</a>
<b>Web Site</b>	<a href="http://www.sbunified.org">http://www.sbunified.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Adelante Charter
<b>Street</b>	1102 East Yanonali St.
<b>City, State, Zip</b>	Santa Barbara, Ca, 93103-3167
<b>Phone Number</b>	805-966-7392
<b>Principal</b>	David Bautista, Executive Director/Principal
<b>E-mail Address</b>	<a href="mailto:dbautista@sbsdk12.org">dbautista@sbsdk12.org</a>
<b>Web Site</b>	<a href="http://www.adelantecharter.org">www.adelantecharter.org</a>
<b>County-District-School (CDS) Code</b>	42767866118202

Last updated: 1/29/2017

### School Description and Mission Statement (School Year 2016-17)

***The mission of Adelante Charter School is to develop bi-literate, multicultural students whose strong academic and cultural foundations prepare them to meaningfully participate and provide leadership in their families, their community and their world to create a more just and equitable society.***

Adelante provides a World-Class Education by teaching in more than one language, it is a small-school environment with a family-like feel. Parent support and engagement is a critical component to Adelante's current and future successes. Adelante families have made a conscious decision to support their children as they develop into bilingual, biliterate, and multicultural learners.

We provide a child-centered K-6 program that supports academic achievement in two or more languages, accelerates second language acquisition, and creates a diverse, mutually supportive community of learners. The 90/10 dual language model was implemented in the 2011-12 school year and students in kindergarten and first grade spend 90% of the instructional day in Spanish. As students move through the grades, instruction in English increases by 10% as instruction in Spanish decreases 10% until the instructional day for students is 50/50 in 5th and 6th grade.

As a charter school, the school draws students from several geographical areas within the Santa Barbara community, primarily the eastside of Santa Barbara. The school enrolls two kindergarten classrooms each year using a public, random lottery as the enrollment requests exceed the available spaces. The school day begins at 8:00 a.m. with a 1:50 p.m. dismissal time for kindergarten students and a 3:00 p.m. dismissal for grades 1-6. Thursday afternoon is an early dismissal day with all students leaving at 1:00 p.m., creating time for teacher planning, preparation and professional development.

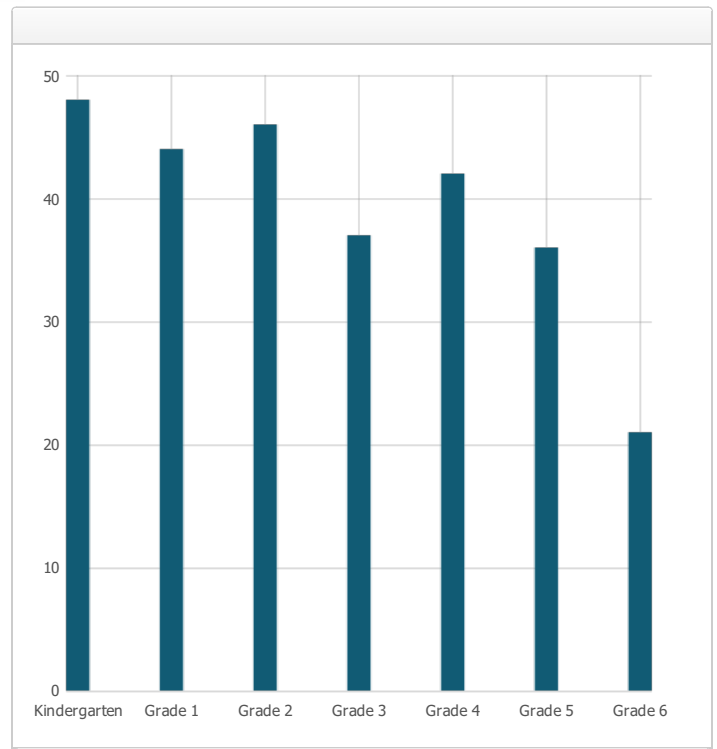
After school opportunities include Girl's Inc., the Franklin Children's Center after school care for Kinder, Science Club, SWAT team (Santa Barbara Dance Institute) and the A-OK program. The school also offers small group instruction for students who need extra support in language arts and mathematics and enrichment opportunities in music, the Spanish language and academics.

Adelante Charter School is committed to achieving the highest possible academic and personal growth coupled with the pedagogy of learning two languages. Students learn the qualities of good citizenship, how to care for the environment, and how to function in a linguistically and culturally diverse society. This thoroughly bilingual, culturally affirming environment fosters student learning and long-term success.

Last updated: 1/29/2017

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	48
Grade 1	44
Grade 2	46
Grade 3	37
Grade 4	42
Grade 5	36
Grade 6	21
<b>Total Enrollment</b>	<b>274</b>



Last updated: 1/29/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.7 %
Filipino	0.0 %
Hispanic or Latino	86.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	12.0 %
Two or More Races	0.7 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.2 %
English Learners	55.8 %
Students with Disabilities	5.8 %
Foster Youth	0.0 %

Last updated: 1/29/2017

## A. Conditions of Learning

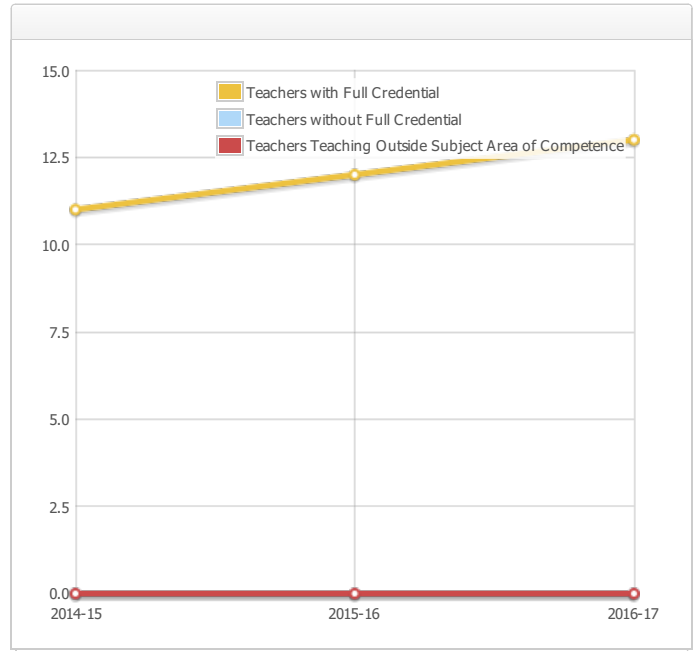
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

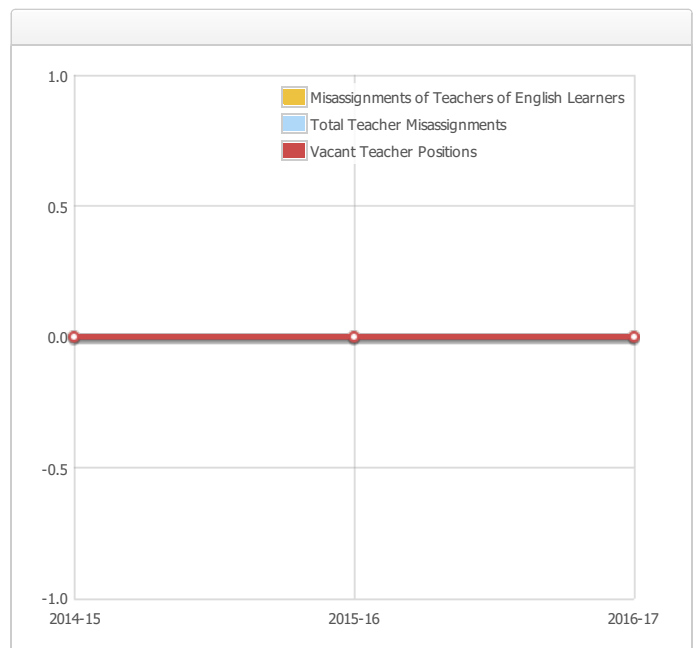
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	12	13	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/29/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/29/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	97.0%	3.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	96.0%	4.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/29/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students at Adelante Charter School have the materials for language arts to work with.	Yes	0.0 %
Mathematics	All students at Adelante Charter School have the materials to work with the mathematics adopted curricula.	Yes	0.0 %
Science	All students at Adelante Charter School have the materials in the FOSS kits to work with. Every year the materials are replenished and new kits are reviewed by our science coach.	Yes	0.0 %
History-Social Science	All students at Adelante Charter School have the amaterials to work in History and Social Studies.	Yes	0.0 %
Foreign Language	Adelante Charter School is a dual-langauge school therefore both languages English and Spanish have the materials to develop both languages.	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

*Last updated: 1/30/2017*

## School Facility Conditions and Planned Improvements

Adelante Charter School maintains a safe and clean environment for its students, staff and volunteers. All visitors are required to check in at the office and sign out upon leaving the school. Teachers and instructional assistants supervise students at arrival, recesses, lunch and dismissal times. Students and parents are provided a handbook with information about rules and safety procedures. The school conducts evacuation fire, lockdown drills on a regular basis and participates in the annual Great California ShakeOut (earthquake preparedness).

The school consists of a total of 14 classrooms where 12 of the classrooms are portable buildings. The two permanent buildings are part of Franklin School and house the 6th grade class and the iCan art class. Ten of the portables are regular classrooms. One portable classroom serves as the office/staff work room and an additional portable classroom serves as a multi-use room - a place for meetings, testing, music class, dance class, and the after school A-OK program. The school is within 10 students of maximum enrollment (265) and is experiencing large class sizes in the upper grades. The school community is looking for ways to add another class for the 2015-16 school year.

A new restroom building was constructed in 2013 and opened for use in January 2014 providing students ample facilities including four drinking fountains. The school has a Facilities Use Agreement with the District per Proposition 39.

The school custodians clean the office and classrooms daily, while the district provides regular maintenance to the buildings and grounds. Grade levels are assigned on a monthly basis to school clean up where students use trash pickers that were purchased with an *Ocean Guardians* grant. Parents attend the school beautification events and are supporting the expansion of school gardens by building planter boxes, donating planters and plants, and watering the gardens.

The railings outside of classrooms were recently painted and Prop. 39 funding will support the transition to more efficient lighting. The walkways in some areas are in need of repair.

*Last updated: 1/29/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	31.0%	50.0%	51.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	17.0%	26.0%	39.0%	41.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/29/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	36	36	100.0%	25.0%
Male	19	19	100.0%	31.6%
Female	17	17	100.0%	17.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	21.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	8.3%
English Learners	26	26	100.0%	15.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/29/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	42	41	97.6%	22.0%
Male	22	21	95.5%	19.1%
Female	20	20	100.0%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5%	18.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.9%	15.4%
English Learners	25	24	96.0%	4.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/29/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	35	35	100.0%	54.3%
Male	17	17	100.0%	47.1%
Female	18	18	100.0%	61.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	51.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	53.9%
English Learners	12	12	100.0%	8.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/29/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	21	21	100.0%	19.1%
Male	11	11	100.0%	18.2%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	21	100.0%	19.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	18.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/29/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	36	100.0%	47.2%
Male	19	19	100.0%	57.9%
Female	17	17	100.0%	35.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	45.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.0%	16.7%
English Learners	26	26	100.0%	38.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/29/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	42	41	97.6%	22.0%
Male	22	21	95.5%	28.6%
Female	20	20	100.0%	15.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5%	18.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.9%	30.8%
English Learners	25	24	96.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/29/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	35	35	100.0%	17.1%
Male	17	17	100.0%	17.7%
Female	18	18	100.0%	16.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	16.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	7.7%
English Learners	12	12	100.0%	8.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/29/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	21	21	100.0%	14.3%
Male	11	11	100.0%	9.1%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	21	100.0%	14.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	18.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/29/2017*



**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/29/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/29/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	77.0%	36.0%	66.0%	62.0%	58.0%	55.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	35	35	100.0%	65.7%
Male	17	17	100.0%	52.9%
Female	18	18	100.0%	77.8%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	31	31	100.0%	61.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	69.2%
English Learners	12	12	100.0%	25.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2017

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--



# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	33.3%	20.8%	20.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2017

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Adelante Charter School philosophy affirms the vital role that parents play in the success of their child's education and the success of the school. Parents are seen as essential partners with the school, involved in every aspect including school governance. Research shows that when parents become involved in school activities, children's general school behavior improves (Levenstien, 1974), academic achievement increases (Walberg, 1984; Cummins, 1986), achievement gains are sustained (Goodson & Hess, 1975), and language performance improves significantly (Bermudez, 1988). Epstein, at John Hopkins, found that family involvement in a child's education has a higher correlation with academic success than any other factor external to the school, including the educational status and socio-economic status of the family. Student performance is improved when parents are knowledgeable about the school and its programs, have timely information about their child's performance, frequently interact with the teachers, and are able to support their child at home. To this end, parent participation in ACS programs and activities is strongly encouraged. Our families are asked to volunteer a minimum of 50 hours per year. Parents may volunteer in classrooms, provide yard supervision, chaperon field trips, improve and maintain the campus, provide specialized support, fund raise, serve on the Board of Directors, and help with internal communications. Parents who are interested in participating in the school by serving on the board can attend a board meeting and/or speak to the principal or other parents who serve on the board.

Parent participation on the School Site Council/Curriculum Committee is essential. The committee reviews and revises the instructional plan and the safety plan on an annual basis. The school PTSO (Parent Teacher Staff Organization) and the Padres Adelante committee are other committees for parents and provide a place to interact with many parents for the benefit of the school. The PTSO provides leadership in the annual fund raising events including Mexican Independence Day/Back to School Event, the annual Jog-a-Thon and the Día de las Madres event. The school's annual downtown Día de los Muertos celebration is a school event the PTSO also supports. The fund raising by the PTSO is instrumental in assisting the school to meet its annual budget.

The Parent Coordinator of the school can be reached at 805-966-7392 and is available to guide parents and community members who are searching for ways to be involved at Adelante Charter School.

### State Priority: Pupil Engagement

*Last updated: 1/29/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

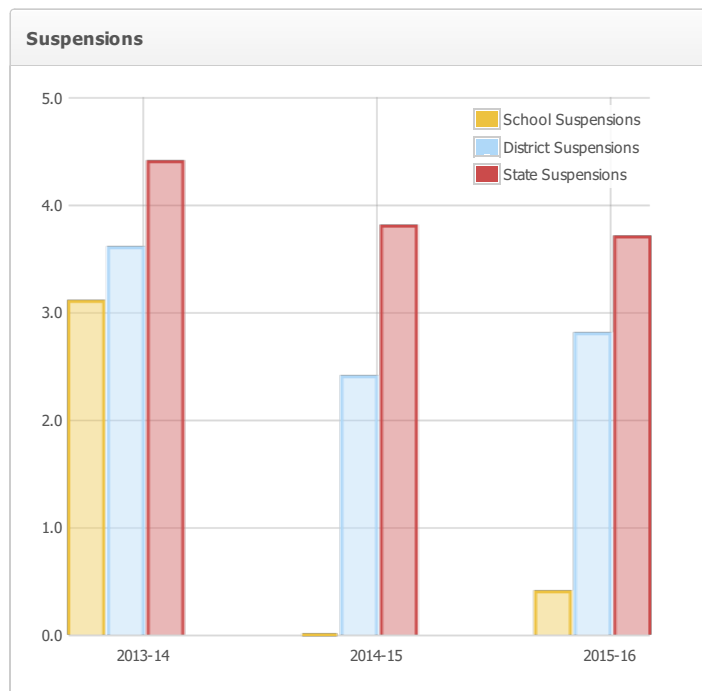
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.1	0.0	0.4	3.6	2.4	2.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.2	0.1	0.1	0.1



Last updated: 1/29/2017

## School Safety Plan (School Year 2016-17)

**Date of Last Review/Update: December 2015**

**Date of Last Discussed with Staff: January 2016**

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Safety plans are available at [www.sbsdk12.org/plans/safeschool](http://www.sbsdk12.org/plans/safeschool).

Last updated: 1/29/2017

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2013-2014
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	88.2%

Note: Cells with NA values do not require data.

Last updated: 1/29/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	2	0	22.0	0	2	0	24.0	0	2	0
1	20.0	2	0	0	23.0	0	2	0	24.0	0	2	0
2	23.0	0	2	0	18.0	2	0	0	24.0	0	2	0
3	20.0	2	0	0	22.0	0	2	0	24.0	0	2	0
4	24.0	0	1	0	31.0	0	1	0	35.0	0	0	1
5	24.0	0	1	0	30.0	0	1	0	24.0	0	2	0
6	29.0	0	1	0	24.0	0	1	0	20.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0			1	1

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/29/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$71865.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$74216.0
Percent Difference – School Site and State	--	--	--	--

Note: Cells with N/A values do not require data.



## Types of Services Funded (Fiscal Year 2015-16)

In order to support students, teachers at Adelante provide additional instructional support both before and after school by offering math and/or reading clubs. Students in the upper grades have been provided additional computer time as students were invited to attend a Minecraft after school class and a coding class. As a Title I school, parents had the opportunity to select tutors for SES tutoring. These students received additional support based on the recommendations of their teacher and on assessments administered by the SES providers.

Art and Music were funded by the school's general fund and by Measure I Parcel Tax funds. The Measure I dollars also supported the science program as instructional materials were purchased and teachers attended both the state and national science conferences. The number of laptops and iPads available to the students also increased as a result of this funding source.

Title I and Title III funds support instructional assistants in the primary grades where they are used to provide small group instruction in both reading language arts and math. Professional development supported by these funds included attendance at the national conference of the Association of Two-Way and Dual Language Education and GLAD (Guided Language Acquisition Design) training for teachers new to the school. Adelante has continued to support and coach teachers in the implementation of Contexts for Learning for mathematics utilizing funding to bring coaches to the campus and to release teachers for planning. Title I funding also support the implementation of Writer's Workshop. Two teachers and the principal attended the Writer's Workshop training at Columbia University and the school plans to send other teachers as funding is available.

Title I funds supported parent involvement and offered training in Parent Project and the Latino Literacy program where parents received valuable information to guide and support the education of their children both at school and in the home. These funds are also used to pay a portion of the salary of the Family Advocate.

Common Core funding provided professional development and classroom resources for teachers as they moved to a more in depth implementation of the Common Core Standards.

*Last updated: 1/29/2017*

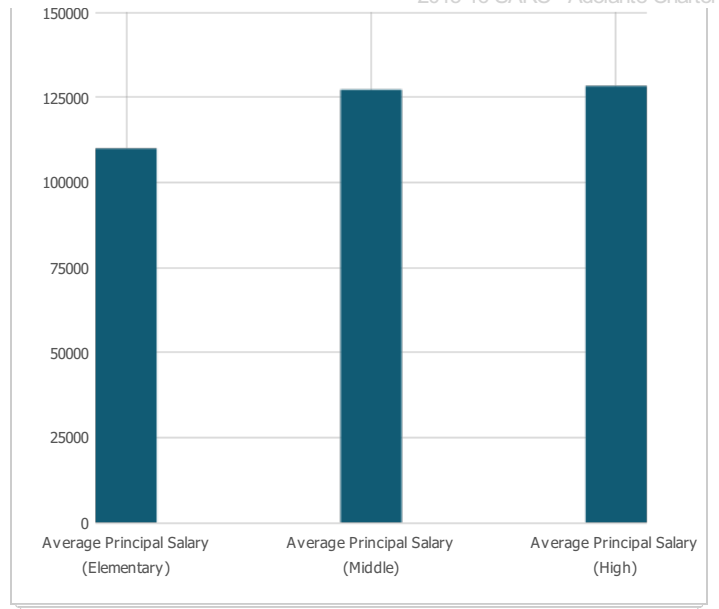
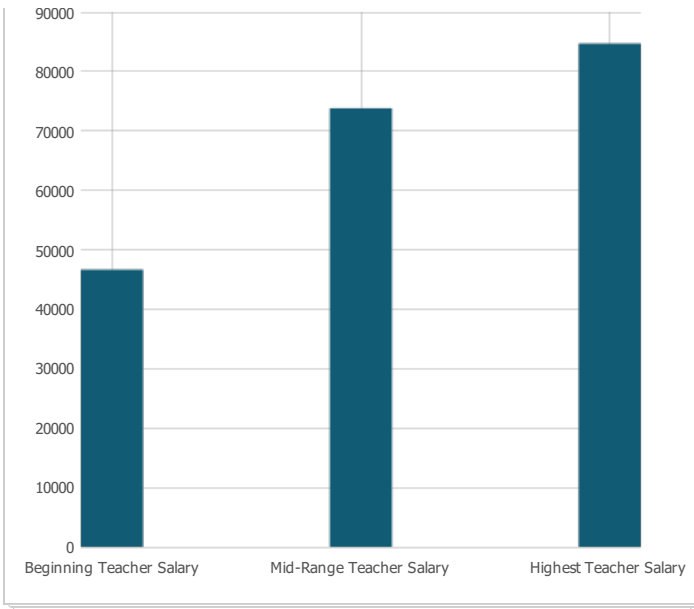
## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,665	\$44,958
Mid-Range Teacher Salary	\$73,826	\$70,581
Highest Teacher Salary	\$84,716	\$91,469
Average Principal Salary (Elementary)	\$109,935	\$113,994
Average Principal Salary (Middle)	\$127,202	\$120,075
Average Principal Salary (High)	\$128,304	\$130,249
Superintendent Salary	\$250,158	\$218,315
Percent of Budget for Teacher Salaries	39.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart**

**Principal Salary Chart**



Last updated: 1/29/2017

## Professional Development

On-going, quality professional development is one of the school's strengths!

Professional development at Adelante Charter School has focused on instruction in mathematics, science, reading language arts, writing and addresses the Common Core Standards and the Next Generation Science Standards. The professional development is selected in response to a review of student data and of our desire to provide students with a STEM based instructional program as we have allocated time and resources to the further development of expertise in these academic areas that our students enjoy.

Teachers and students are supported in science by programs offered by UCSB and other agencies. In addition, we have a parent and science coach who collaborates with teachers and models the teaching of science and assists in the planning of science. Teacher's have also had the opportunity to attend both state and national science conferences. In 2015, three teachers attended the Maker Faire in San Francisco where they were able to see a variety of ways to provide students with learning experiences - especially in science.

In the area of mathematics, we have been able to sustain math coaches and implemented lesson studies to deepen math knowledge and collaboratively plan the math units of Contexts for Learning. As we continue to increase the type of and quantity of technology accessible to students, staff will continue to attend workshops based on their needs.

Professional development also addresses the academic needs of English learners. Staff attends workshops and conferences to improve their practice and as a school, we monitor the achievement of our English learners by reviewing the results of both summative and formative assessments. All Adelante teachers attend the GLAD training and utilize those strategies to support the learning of our language learners. And, teachers are provided the essential materials and supplies in order to implement the strategies.

To address school culture, all teachers are trained in and implement TRIBES in their classrooms.

Our commitment is to providing students with a quality two-way immersion program and in order to accomplish this, the staff engages in professional reading and attends the national annual two-way immersion conference of ATDLE. In addition, annual site visits are conducted by the Executive Director of ATDLE who provides feedback to individual teachers, to the principal and to the staff via the Executive Summary Report.

The staff meets every Thursday from 1:30pm to 3:30pm. This time is allocated for the teaching staff to work collaboratively, as they share information, review new information and plan together. Time is also allocated for the staff to work and support each other in grade level teams using the Professional Learning Community model of analyzing student data and developing lessons to immediately impact student learning.

*Last updated: 1/29/2017*