

Adelante Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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 at <https://dq.cde.ca.gov/dataquest/> 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Adelante Charter School
Street	1102 East Yanonali Street
City, State, Zip	Santa Barbara, CA 93103
Phone Number	(805) 966-7392
Principal	Javier Bolivar
Email Address	jbolivar@sbunified.org
School Website	adelantecharter.org
County-District-School (CDS) Code	42767866118202

2022-23 District Contact Information

District Name	Santa Barbara Unified School District
Phone Number	(805) 963-4338
Superintendent	Dr. Hilda Maldonado
Email Address	hmaldonado@sbunified.org
District Website Address	sbunified.org

2022-23 School Overview

Located next to the Franklin Elementary School campus in Santa Barbara, Adelante Charter School is a Spanish-English immersion elementary school, where every child enters as a second language learner and graduates bilingual and biliterate. Adelante's two-way immersion (TWI) program design has been shown to be the most effective way to teach a second language to all learners. Children who are bilingual demonstrate a cognitive advantage that could last a lifetime, affecting skills related to planning, problem-solving, mental focus, and memory. Adelante implements the 90/10 two-way immersion model in which 90% of the instructional minutes are delivered in Spanish for all students in Kindergarten and 1st grade. In 2nd through 4th grades, instructional time in English increases slightly each year until students reach 5th and 6th grades where Spanish and English are used equally, 50/50. Within this language and culture-rich environment, Adelante implements an outstanding academic program with an emphasis on science, math, technology, and the arts.

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.

Vision: Adelante Charter School strives to be a model dual-immersion school, recognized at the local and state levels for its outstanding academic program led by a passionate and talented staff, strong parental and community involvement, sound financial resources, and a committed board of directors.

Values: Adelante Charter School has adopted the core values of César E. Chávez as they pertain to creating a socially just community: service to others, sacrifice, a preference to help the most needy, determination, non-violence, acceptance, respect for life and the environment, community, knowledge, and innovation.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	48
Grade 2	41
Grade 3	43
Grade 4	44
Grade 5	39
Grade 6	38
Total Enrollment	300

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.0
Asian	0.3
Black or African American	0.7
Filipino	0.3
Hispanic or Latino	85.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.7
White	11.7
English Learners	47.3
Foster Youth	0.0
Homeless	3.0
Migrant	0.0
Socioeconomically Disadvantaged	42.7
Students with Disabilities	11.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.50	39.29	541.50	83.69	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.31	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.50	60.71	35.40	5.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.80	4.93	12115.80	4.41
Unknown	0.00	0.00	36.10	5.58	18854.30	6.86
Total Teaching Positions	14.00	100.00	647.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	8.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	8.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	57.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	1/23
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to Common Core State standards-aligned instructional materials for literacy. Students receive reading/language arts instruction in Spanish K-2 and in both Spanish and English grades 3-6. In Kinder teachers use Estrellita to introduce Spanish early literacy and grades K-3 use Canciones y Cuentos from National Geographic Learning/Cengage to support early literacy/ foundational literacy skills. Additionally, leveled texts are provided for guided reading instruction in all classrooms. Project Read is used as students transition to reading in English to address explicit systematic phonics instruction. Grades 4-6 use core literature and content-based informational text as well as resources such as NewsELA and RAZ in Spanish and English. Grade-level appropriate literature and informational text (science and social studies) are integrated into language arts K-6 to address Common Core reading and language standards. Across all grades close attention is given to authentic and meaningful reading and writing.		0
Mathematics	All students have Common Core State standards-aligned instructional materials for mathematics. Adelante teachers use the K-5 San Francisco Unified Mathematics Units available through the Creative Commons. 6th grade uses Illustrative Math. This is supplemented when appropriate with Contexts for Learning Mathematics units and all students also use DreamBoxMath K-6. Mathematics instruction takes place in Spanish K-6 with opportunities for cross-language transfer and bridging languages. Adelante strongly believes in a constructivist approach where students describe, write, verbalize and draw their thinking.		0

Science	All students have NGSS-aligned instructional materials for science (FOSS Next Gen K-5, GEMS and FOSS 6th). Teachers also incorporate the Engineering is Elementary Units to support the NGSS/Engineering standards.		0
History-Social Science	All students have standards-aligned instructional materials for history-social science. Many of the Social Studies standards are addressed through teacher-created GLAD (Guided Language Acquisition Design) Units with a lens of equity and social justice. The curriculum is built around current social, cultural and historical themes. ELD - Integrated and Designated ELD is taught through the content of social studies.		0
Foreign Language	As a dual-language program, all students are supported with appropriate instructional materials to develop biliteracy in Spanish and English.		0
Health	Health education is integrated into our physical education and dance classes and nutrition is addressed through science units and our garden experiences. Additionally, teachers invite guest speakers to promote healthy living, healthy eating and healthy mindsets. Relevant, authentic and meaningful experiences are the essence of the work that Adelante offers to all students. 6th grade students participate in a program with Comunify focused on reproductive health.		0
Visual and Performing Arts	All students receive visual and performing arts instruction weekly -Art, Music and Dance instruction. Additionally, students are provided opportunities to perform and showcase their talents at performances throughout the year.		

School Facility Conditions and Planned Improvements

Adelante Charter School facilities are rented from our charter authorizer, Santa Barbara Unified. Maintenance and repair are done by district staff and reflected in SB Unified's FIT report. Limited green space continues to be an ongoing concern, yet we are grateful for the additional space we received at the beginning of the 22-23 school year when we moved our office and other services into the previous preschool portable buildings.

Year and month of the most recent FIT report

Jan 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		X	The sidewalk concrete needs to be repaired due to raised surfaces by tree roots. Asphalt needs to be filled due to several cracks on the basketball area. The playground rubber needs to be replaced.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	37	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	161	157	97.52	2.48	28.21
Female	78	78	100.00	0.00	30.77
Male	83	79	95.18	4.82	25.64
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	142	139	97.89	2.11	25.36
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	16	15	93.75	6.25	46.67
English Learners	52	51	98.08	1.92	5.88
Foster Youth	0	0	0.00	0.00	0.00
Homeless	43	41	95.35	4.65	4.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	70	97.22	2.78	14.29
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	20	20	100.00	0.00	15.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	161	157	97.52	2.48	25.48
Female	78	77	98.72	1.28	20.78
Male	83	80	96.39	3.61	30.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	142	139	97.89	2.11	20.86
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	16	15	93.75	6.25	66.67
English Learners	52	51	98.08	1.92	7.84
Foster Youth	0	0	0.00	0.00	0.00
Homeless	43	42	97.67	2.33	11.90
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	70	97.22	2.78	14.29
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	20	20	100.00	0.00	5.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	26.32	0	32.58	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	38	97.44	2.56	26.32
Female	17	17	100	0	5.88
Male	22	21	95.45	4.55	42.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	35	97.22	2.78	20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.86	7.14	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	100	100	97	100

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent engagement is a signature strength of the Adelante Charter School program. Our 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, of 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 Adelante programs and activities is strongly encouraged.

This year we were able to resume opportunities for families to volunteer again on campus during instruction and help with field trips and celebrations.

Currently the Parent, Teacher, Staff Organization (PTSO) is supporting fundraising efforts and family engagement. Additionally, there have been small focus groups to address the needs of our most vulnerable students and families. School Site Council (SSC) and Emergent Bilingual Advisory Council (EBAC) are also opportunities for parent leadership and involvement. For more information please contact Susie Ramirez in the Adelante office (805) 966-7392.

Additional opportunities for involvement include: Back to School Night, Parent-teacher conferences, Café con el director, Board Meetings, LCAP input meetings, Surveys: California School Parent Survey, LCAP Survey, Adelante School Effectiveness Survey, Student performances and family celebrations.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	304	301	90	29.9
Female	151	150	50	33.3
Male	153	151	40	26.5
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	260	257	80	31.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	36	36	9	25.0
English Learners	145	144	46	31.9
Foster Youth	0	0	0	0.0
Homeless	97	97	24	24.7
Socioeconomically Disadvantaged	183	182	58	31.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	37	10	27.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.25	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.33	0.17	2.11	0.20	3.17
Expulsions	0.00	0.00	0.01	0.18	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0.00
Female	0.00	0.00
Male	0.65	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.78	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Plan was reviewed and updated by the Adelante Safety Planning Committee during the Fall of 2022, reviewed and adopted by Adelante's School Site Council on December 6, 2022 and later Approved by Adelante Charter Board of Directors on January 9, 2023.

Since the 2018-19 school year Adelante has adopted the Standard Response Protocol(SRP) and all SB Unified schools including Adelante now have uniform protocols to respond to school site emergencies or incidents affecting student safety. This protocol allows for a clear and coordinated response from emergency personnel and law enforcement as well. The plan also includes the updated Safe In-Person Instruction Covid-19 Safety Plan.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	25		2	
2	23		2	
3	23		2	
4	19	2		
5	19	2		
6	20	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	22		2	
2	24		2	
3	23		2	
4	22		2	
5	19	2		
6	19	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		2	
2	21	1	1	
3	21	1	1	
4	21	1	1	
5	20	1	1	
6	19	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	300

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,973	\$2,306	\$10,655	\$72,982
District	N/A	N/A		\$81,236
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Funding allows for improved opportunities to provide a well-rounded education to our students. Our most vulnerable students benefit tremendously from this funding in following ways:

- Improved progress monitoring in literacy development in both Spanish and English. (Star 360)
- Increased support through reading tutors and additional instructional assistant time in grades K-3.
- Intervention team trained for early identification and support for students who manifest signs of dyslexia or reading difficulty.
- Attention to equity and social justice as a lens for all instruction.
- Education focused on the whole child with music, dance, Physical education and art classes weekly. This provides embedded planning time for teachers.
- Support parent involvement/empowerment and improved communication and support as students progress through the Adelante program and transition into secondary schools.
- High quality job-embedded professional development for teachers in literacy and ELD.
- Adelante Charter School also has partnerships with different organizations that provide programs and services:
- Garden Program through Explore Ecology K-6
- Health Education 6th grade

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,816	\$54,370
Mid-Range Teacher Salary	\$83,558	\$82,681
Highest Teacher Salary	\$96,363	\$106,610
Average Principal Salary (Elementary)	\$132,550	\$135,283
Average Principal Salary (Middle)	\$141,835	\$141,244
Average Principal Salary (High)	\$148,567	\$152,955
Superintendent Salary	\$258,431	\$264,367
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Staff Development days occurred two days before the start of the school year additionally, there were two pupil free staff development days during the school year. An additional day was added to support ELD instruction at the end of the school year. Staff development also takes place during Wednesday early release days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	6