

Adelante Charter School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	K-6
County-District-School (CDS) Code	42767866118202

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	48
Grade 2	48
Grade 3	42
Grade 4	40
Grade 5	40
Grade 6	41
Total Enrollment	306

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Asian	0.3
Black or African American	0.7
Hispanic or Latino	83
Two or More Races	1.3
White	13.1
English Learners	47.4
Homeless	17.6
Socioeconomically Disadvantaged	73.9
Students with Disabilities	14.1

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/Incomplete/NA	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)	7.00	39.80	616.60	85.91	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.80	0.39	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.50	54.52	58.20	8.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	27.00	3.77	11953.10	4.28
Unknown/Incomplete/NA	0.90	5.63	13.00	1.82	15831.90	5.67
Total Teaching Positions	17.50	100.00	717.70	100.00	279044.80	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.

2022-23 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)	11.00	61.15	606.80	85.09	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.60	0.37	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.90	38.85	50.20	7.04	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	30.80	4.33	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	22.50	3.16	14303.80	5.15
Total Teaching Positions	17.90	100.00	713.20	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	8.50	9.50	6.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	8.50	9.50	6.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	57.10	62.8	71.4
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

1/24

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 Spanish and English grades 3-6. In Kinder, teachers use Estrellita and Coquito to teach Spanish foundational skills using the syllabic method; grades K-2 use Canciones y Cuentos from National Geographic Learning/Cengage to support early literacy/foundational literacy skills. Okapi-leveled texts are also provided for small-group reading instruction in all classrooms. Benchmark Education's Sound Spelling Transfer kit is used as students transition to reading in English to address explicit instruction in the foundational skills in English that are non-transferable from Spanish. Grades 3-6 use core literature, literature-based language arts modules from EL Education, and content-based informational texts in Spanish and English. Across all grades, close attention is given to authentic and meaningful opportunities for reading, writing, listening, and speaking.		0
Mathematics	All students have Common Core State standards-aligned instructional materials for mathematics. Adelante teachers use Illustrative Math K-6. This is supplemented when appropriate with Contexts for Learning Mathematics units. Mathematics instruction occurs in Spanish K-6, with many opportunities for cross-language transfer and bridging languages. Adelante supports a problem-based approach to teaching and learning math, where students learn problem-solving skills and develop deep conceptual understanding.		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.		0

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

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.

Year and month of the most recent FIT report

Jan 2024

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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	30	39	50	50	46	47
Mathematics (grades 3-8 and 11)	26	41	39	41	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	161	160	99.38	0.62	39.38
Female	83	83	100.00	0.00	36.14
Male	78	77	98.72	1.28	42.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	136	135	99.26	0.74	31.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	80.00
English Learners	43	42	97.67	2.33	7.14
Foster Youth	0	0	0	0	0
Homeless	28	27	96.43	3.57	18.52
Military	14	14	100.00	0.00	28.57
Socioeconomically Disadvantaged	90	89	98.89	1.11	25.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	15.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	161	160	99.38	0.62	41.25
Female	83	83	100.00	0.00	37.35
Male	78	77	98.72	1.28	45.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	136	135	99.26	0.74	35.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	70.00
English Learners	43	42	97.67	2.33	14.29
Foster Youth	0	0	0	0	0
Homeless	28	27	96.43	3.57	22.22
Military	14	14	100.00	0.00	42.86
Socioeconomically Disadvantaged	90	89	98.89	1.11	24.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	20.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.00	22.50	33.44	34.60	30.29	30.73

2023-24 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	40	40	100.00	0.00	22.50
Female	19	19	100.00	0.00	10.53
Male	21	21	100.00	0.00	33.33
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	35	35	100.00	0.00	17.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00	0.00	12.00
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.

2023-24 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. The administration of the PFT requires only participation results 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	95%	95%	95%	95%	95%

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.

2024-25 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.

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	309	309	33	10.7
Female	153	153	17	11.1
Male	156	156	16	10.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	257	257	29	11.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	40	40	4	10.0
English Learners	149	149	13	8.7
Foster Youth	--	--	--	--
Homeless	59	59	4	6.8
Socioeconomically Disadvantaged	229	229	24	10.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	7	15.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.33	0	0	2.11	2.61	2.9	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.18	0.12	0.14	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	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	0.00	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The plan was reviewed and updated by the Adelante Safety Planning Committee during the Fall and Winter of 2024, reviewed and adopted by Adelante's School Site Council on December 10, 2024, and later Approved by the Adelante Charter Board of Directors on February 3, 2025.

2024-25 School Safety Plan

Since the 2018-19 school year, Adelante has adopted the Standard Response Protocol(SRP). All SB Unified schools, including Adelante, now have uniform protocols for responding to school site emergencies or incidents affecting student safety. This protocol allows for a clear and coordinated response from emergency personnel and law enforcement. The plan also includes the updated reunification 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.

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	23		2	
2	20	1		
3	22		2	
4	21		2	
5	20	1	1	
6	19	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	23		2	
2	22		2	
3	20	2		
4	20	1	1	
5	20	1	1	
6	19	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24		2	
2	24		2	
3	22		2	
4	20	1	1	
5	20	2		
6	21		2	

2023-24 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	306

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$17,130	\$4,816	\$12,314	\$95,095
District	N/A	N/A	\$12,314	\$95,095
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	10,771	
Percent Difference - School Site and State	N/A	N/A	13.4	

Fiscal Year 2023-24 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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,031	\$59,551
Mid-Range Teacher Salary	\$88,645	\$93,855
Highest Teacher Salary	\$102,229	\$120,219
Average Principal Salary (Elementary)	\$141,702	\$151,525
Average Principal Salary (Middle)	\$150,394	\$158,215
Average Principal Salary (High)	\$157,375	\$171,087
Superintendent Salary	\$276,440	\$300,043
Percent of Budget for Teacher Salaries	29.32	31
Percent of Budget for Administrative Salaries	4.62	4.91

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. Staff development also takes place during Wednesday's early release days.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4