SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

Adelante Dual Language Academy

Address: 2999 Ridgemont Dr. San Jose, CA 95127-4649
Principal: Sandra Garcia, Principal
Phone: (408) 928-1900
Email: sandra.garcia@arusd.org
Web Site:
CDS Code: 43693690108167

Alum Rock Union Elementary

Superintendent: Hilaria Bauer
Phone: (408) 928-6800
Email: hilaria.bauer@arusd.org
Web Site: www.arusd.org

I   DATA AND ACCESS

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/fg/aa/lc/.
- For additional information about the school, parents 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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II   ABOUT THIS SCHOOL

District Contact Information
Most Recent Year

District Name:	Alum Rock Union Elementary
Phone Number:	(408) 928-6800
Superintendent:	Hilaria Bauer
E-mail Address:	hilaria.bauer@arusd.org
Web Site:	www.arusd.org

School Contact Information
Most Recent Year

School Name:	Adelante Dual Language Academy
Street:	2999 Ridgemont Dr.
City, State, Zip:	San Jose, CA 95127-4649
Phone Number:	(408) 928-1900
Principal:	Sandra Garcia, Principal
E-mail Address:	sandra.garcia@arusd.org
Web Site:	
County-District-School (CDS) Code:	43693690108167

School Description and Mission Statement – Most Recent Year

Adelante is a small public dual language elementary school (500 students) of choice in the Alum Rock Union Elementary School District serving students from Kindergarten through the 8th grade. Each child and family is well known to the school community allowing for more individualized attention and a personalized knowledge of the strengths and interests of each child. Adelante graduates will achieve high levels of proficiency and academic success in Spanish and English.

In addition to our experienced and dedicated teaching staff, our parents play a key role in the education of our children by committing to 30 participation hours per school year. Together, all are responsible for the well-being and achievement of each student. Adelante's caring environment provides clear and positive expectations and comprehensive support to all.

Furthermore, parents are encouraged and welcomed to participate in a variety of leadership positions that strengthen the shared governance model at our school.

Together our staff, teachers and parents work as a school community to ensure a rewarding educational experience for every child.

Thank you for your interest in our school. If you have any questions, or if you are interested in your child attending Adelante Dual Language Academy, please do not hesitate to contact us at (408) 928-1900.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	97
Grade 1	71
Grade 2	53
Grade 3	61
Grade 4	57
Grade 5	54
Grade 6	54
Grade 7	57
Grade 8	58
Total Enrollment	562

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.7%
American Indian or Alaska Native	0.5%
Asian	1.2%
Filipino	0.5%
Hispanic or Latino	90.6%
Native Hawaiian/Pacific Islander	0.2%
White	3.6%
Two or More Races	0.7%
Socioeconomically Disadvantaged	61.7%
English Learners	37.9%
Students with Disabilities	5.5%
Foster Youth	0.2%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	23	20	27	568
Without Full Credential	4	6	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		2	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	89.09%	10.91%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	0%	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.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements – Most Recent Year

Alum Rock Union Elementary School District makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.
The building in which Adelante resides was built in 1966. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.
Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District Maintenance and Grounds staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance and grounds crews ensure that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	47%	33%	44%
Mathematics (grades 3-8 and 11)	27%	23%	33%

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.

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	60	60	100%	30%	35%	28%	7%
Male	60	22	36.7%	41%	27%	27%	5%
Female	60	38	63.3%	24%	39%	29%	8%
Black or African American	60	2	3.3%	–	–	–	–
American Indian or Alaska Native							
Asian	60	2	3.3%	–	–	–	–
Filipino							
Hispanic or Latino	60	55	91.7%	31%	36%	25%	7%
Native Hawaiian or Pacific Islander							
White	60	1	1.7%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	60	35	58.3%	40%	31%	20%	9%
English Learners	60	28	46.7%	29%	43%	25%	4%
Students with Disabilities	60	4	6.7%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
   Level 2 = Standard nearly met
   Level 3 = Standard met
   Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	57	56	98.2%	32%	29%	30%	9%
Male	57	27	47.4%	22%	30%	37%	11%
Female	57	29	50.9%	41%	28%	24%	7%
Black or African American	57	3	5.3%	–	–	–	–
American Indian or Alaska Native	57	1	1.8%	–	–	–	–
Asian	57	1	1.8%	–	–	–	–
Filipino							
Hispanic or Latino	57	47	82.5%	34%	32%	28%	6%
Native Hawaiian or Pacific Islander							
White	57	4	7%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	57	32	56.1%	38%	28%	31%	3%
English Learners	57	20	35.1%	60%	35%	5%	0%
Students with Disabilities	57	2	3.5%	–	–	–	–
Students Receiving Migrant Education Services	57	3	5.3%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	54	54	100%	35%	20%	39%	6%
Male	54	22	40.7%	50%	9%	41%	0%
Female	54	32	59.3%	25%	28%	38%	9%
Black or African American	54	2	3.7%	–	–	–	–
American Indian or Alaska Native							
Asian							
Filipino	54	1	1.9%	–	–	–	–
Hispanic or Latino	54	49	90.7%	33%	22%	41%	4%
Native Hawaiian or Pacific Islander							
White	54	2	3.7%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	54	27	50%	48%	22%	30%	0%
English Learners	54	15	27.8%	67%	20%	13%	0%
Students with Disabilities	54	5	9.3%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	51	50	98%	20%	42%	32%	6%
Male	51	26	51%	19%	50%	27%	4%
Female	51	24	47.1%	21%	33%	38%	8%
Black or African American	51	3	5.9%	–	–	–	–
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	51	43	84.3%	19%	44%	33%	5%
Native Hawaiian or Pacific Islander							
White	51	4	7.8%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	51	34	66.7%	29%	35%	35%	0%
English Learners	51	12	23.5%	58%	42%	0%	0%
Students with Disabilities	51	4	7.8%	–	–	–	–
Students Receiving Migrant Education Services	51	2	3.9%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	56	56	100%	21%	16%	52%	11%
Male	56	25	44.6%	16%	28%	40%	16%
Female	56	31	55.4%	26%	6%	61%	6%
Black or African American	56	3	5.4%	–	–	–	–
American Indian or Alaska Native							
Asian	56	2	3.6%	–	–	–	–
Filipino	56	1	1.8%	–	–	–	–
Hispanic or Latino	56	48	85.7%	25%	19%	50%	6%
Native Hawaiian or Pacific Islander	56	1	1.8%	–	–	–	–
White	56	1	1.8%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	56	34	60.7%	29%	18%	44%	9%
English Learners	56	12	21.4%	75%	17%	8%	0%
Students with Disabilities	56	5	8.9%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	58	58	100%	10%	29%	55%	5%
Male	58	24	41.4%	13%	33%	50%	4%
Female	58	34	58.6%	9%	26%	59%	6%
Black or African American	58	1	1.7%	–	–	–	–
American Indian or Alaska Native							
Asian	58	1	1.7%	–	–	–	–
Filipino	58	2	3.4%	–	–	–	–
Hispanic or Latino	58	49	84.5%	12%	35%	53%	0%
Native Hawaiian or Pacific Islander							
White	58	5	8.6%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	58	32	55.2%	16%	38%	44%	3%
English Learners	58	8	13.8%	–	–	–	–
Students with Disabilities	58	3	5.2%	–	–	–	–
Students Receiving Migrant Education Services	58	4	6.9%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
   Level 2 = Standard nearly met
   Level 3 = Standard met
   Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	60	60	100%	28%	30%	32%	10%
Male	60	22	36.7%	27%	32%	27%	14%
Female	60	38	63.3%	29%	29%	34%	8%
Black or African American	60	2	3.3%	–	–	–	–
American Indian or Alaska Native							
Asian	60	2	3.3%	–	–	–	–
Filipino							
Hispanic or Latino	60	55	91.7%	29%	29%	31%	11%
Native Hawaiian or Pacific Islander							
White	60	1	1.7%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	60	35	58.3%	37%	31%	23%	9%
English Learners	60	28	46.7%	21%	36%	32%	11%
Students with Disabilities	60	4	6.7%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	57	56	98.2%	32%	48%	16%	4%
Male	57	27	47.4%	15%	63%	19%	4%
Female	57	29	50.9%	48%	34%	14%	3%
Black or African American	57	3	5.3%	–	–	–	–
American Indian or Alaska Native	57	1	1.8%	–	–	–	–
Asian	57	1	1.8%	–	–	–	–
Filipino							
Hispanic or Latino	57	47	82.5%	36%	43%	17%	4%
Native Hawaiian or Pacific Islander							
White	57	4	7%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	57	32	56.1%	47%	38%	13%	3%
English Learners	57	20	35.1%	65%	35%	0%	0%
Students with Disabilities	57	2	3.5%	–	–	–	–
Students Receiving Migrant Education Services	57	3	5.3%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	54	54	100%	54%	35%	9%	2%
Male	54	22	40.7%	64%	27%	5%	5%
Female	54	32	59.3%	47%	41%	13%	0%
Black or African American	54	2	3.7%	–	–	–	–
American Indian or Alaska Native							
Asian							
Filipino	54	1	1.9%	–	–	–	–
Hispanic or Latino	54	49	90.7%	53%	35%	10%	2%
Native Hawaiian or Pacific Islander							
White	54	2	3.7%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	54	27	50%	70%	19%	7%	4%
English Learners	54	15	27.8%	80%	20%	0%	0%
Students with Disabilities	54	5	9.3%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	51	50	98%	38%	42%	18%	2%
Male	51	26	51%	31%	42%	23%	4%
Female	51	24	47.1%	46%	42%	13%	0%
Black or African American	51	3	5.9%	–	–	–	–
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	51	43	84.3%	40%	42%	19%	0%
Native Hawaiian or Pacific Islander							
White	51	4	7.8%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	51	34	66.7%	44%	44%	12%	0%
English Learners	51	12	23.5%	75%	25%	0%	0%
Students with Disabilities	51	4	7.8%	–	–	–	–
Students Receiving Migrant Education Services	51	2	3.9%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	56	56	100%	20%	27%	36%	18%
Male	56	25	44.6%	24%	20%	32%	24%
Female	56	31	55.4%	16%	32%	39%	13%
Black or African American	56	3	5.4%	–	–	–	–
American Indian or Alaska Native							
Asian	56	2	3.6%	–	–	–	–
Filipino	56	1	1.8%	–	–	–	–
Hispanic or Latino	56	48	85.7%	23%	27%	35%	15%
Native Hawaiian or Pacific Islander	56	1	1.8%	–	–	–	–
White	56	1	1.8%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	56	34	60.7%	26%	29%	35%	9%
English Learners	56	12	21.4%	67%	25%	8%	0%
Students with Disabilities	56	5	8.9%	–	–	–	–
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
   Level 2 = Standard nearly met
   Level 3 = Standard met
   Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	58	58	100%	41%	47%	10%	2%
Male	58	24	41.4%	50%	38%	13%	0%
Female	58	34	58.6%	35%	53%	9%	3%
Black or African American	58	1	1.7%	–	–	–	–
American Indian or Alaska Native							
Asian	58	1	1.7%	–	–	–	–
Filipino	58	2	3.4%	–	–	–	–
Hispanic or Latino	58	49	84.5%	45%	49%	6%	0%
Native Hawaiian or Pacific Islander							
White	58	5	8.6%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	58	32	55.2%	50%	41%	9%	0%
English Learners	58	8	13.8%	–	–	–	–
Students with Disabilities	58	3	5.2%	–	–	–	–
Students Receiving Migrant Education Services	58	4	6.9%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	64%	68%	51%	50%	52%	47%	59%	60%	56%

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	
All Students at the School	51%	White	–
Male	47%	Two or More Races	
Female	53%	Socioeconomically Disadvantaged	47%
Black or African American	–	English Learners	23%
American Indian or Alaska Native		Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	–
Filipino	–	Foster Youth	–
Hispanic or Latino	50%		

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.

STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	14.8%	20.4%	22.2%
7	23.2%	25%	14.3%
9			

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.

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 school site.

Opportunities for Parental Involvement - Most Recent Year

To ensure that all students have the positive relationships and support necessary to be successful in school, the Adelante staff involves parents in instructional and support roles at the school. In addition to preparing parents to actively participate in school decision-making and developing their leadership skills in governance and advocacy, Adelante also provides parents with strategies and techniques to assist their children with learning activities at home through our family literacy nights. Finally, to ensure that parents receive the health, social, and other support services that are necessary to live healthy lives and promote student achievement, Adelante provides parents with the skills and resources to access community and support services. Adelante has a community liaison that supports a strong parent component at our school.

Parents are committed to providing 30 hours of participation time to Adelante Dual Language Academy every year. We have developed a unique program for parent participation using the talents of our parents to lead this effort. Parent coordinators work in conjunction with teachers to provide a variety of participation opportunities for parents. For more information regarding our Parent Involvement program, please contact Sandra Garcia at (408) 928-1900.

The following is a list of parent involvement activities:
- Governance opportunities (School Site Council, Parent Teacher Association, Parent Coordinators, Room parents and Committee chairs)
- Kindergarten orientation
- Back-to-School orientation BBQ
- Monthly principal coffees
- Three family literacy nights
- Leemos Juntos (Reading Together)
- Monthly School Site Council meetings
- Parent Teacher Association (PTA)
- Reading Under the Stars
- Science Night and Science Fair
- Spelling bee
- Beautification days
- Fun Friday incentive day
- Classroom tutors
- Sports coaches
- Helping in a variety of clerical opportunities

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.54	0.92	1.4	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

Adelante Dual Language Immersion Academy has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is developed by the Adelante Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for approval on an annual basis. The plan was last approved in February 2015. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff.
All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides extra yard duty supervisors, and all yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they well-supervised by staff before, during, and after school.
The Adelante Safety Plan has a comprehensive, enforceable, and continuous behavior policy, rules and regulations, dress code policy, protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, nondiscriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, intervention and referral system policy, and visitor procedures.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3			19	4			19	2	3	
1	20	3			19	3			18	4		
2	20	3			20	2	1		18	3		
3	19	3			20	2	1		20	2	1	
4	28		2		27		2		29		2	
5	30		2		28		2		27		2	
6	32		2		24	4	10		24	2	12	
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					19	2	4		23	1	4	
Mathematics					28		4		28		4	
Science					28		4		28		4	
Social Science					27		4		28		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.2	N/A
Psychologist	.2	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$9,014	$2,361	$6,652	$64,748
District	N/A	N/A	$6,466	$70,088
Percent Difference – School Site and District	N/A	N/A	2.88%	-7.62%
State	N/A	N/A	$5,348	$72,993
Percent Difference – School Site and State	N/A	N/A	24.38%	-11.30%

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

Types of Services Funded (Fiscal Year 2014-15)

The following activities are provided for staff and students using State and Federal funding to support underperforming students to meet grade level State standards :
•   Ongoing staff development is provided in differentiated instructional practices in reading language arts and math.
•   Ongoing staff development is provided in the area of English language acquisition.
•   Ongoing staff development is provided to integrate technology into the curriculum as a tool to enhance teaching and learning.
•   Staff receives professional development in the dual immersion model of instruction to ensure that students are prepared to meet California state standards in two languages.
•   Teachers analyze data to identify at-risk or low-performing students and provide in-class interventions.
•   Teachers are provided collaboration time to analyze formative data as a reference for student progress, after school intervention programs provide additional instruction to students falling below benchmark in the areas of reading, writing and math.
•   SBAC Academy is provided for targeted students as a strategic attempt at providing students with an extra boost in preparation for SBAC testing.
•   Teachers and principal meet to analyze and assess student data to determine if English learners are meeting standards.
•   Ongoing staff development is provided to improve instruction in language arts, writing math and ELD.
•   An after school-tutoring center provides support for at-risk, migrant, and English learners.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,266	$43,091
Mid-Range Teacher Salary	$73,584	$70,247
Highest Teacher Salary	$85,887	$89,152
Average Principal Salary (Elementary)	$108,978	$112,492
Average Principal Salary (Middle)	$114,421	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$204,900	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Teachers have received the following professional development opportunities:
o   GLAD training
o   Workshops through the annual Dual Language Conference/CABE
o   Extended duty pay for staff articulation and standards mapping.
o   Teacher release days that focus on student progress in areas of Language Arts and Math
o   School visitations
o   Coaching and new small school support
0   Dual Language program development workshops through an experienced researcher/staff developer
0   Writing PD through SJAWP for 2 years
0   Constructing Meaning training to support language development (5th-8th grade)