

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information - Most Recent Year

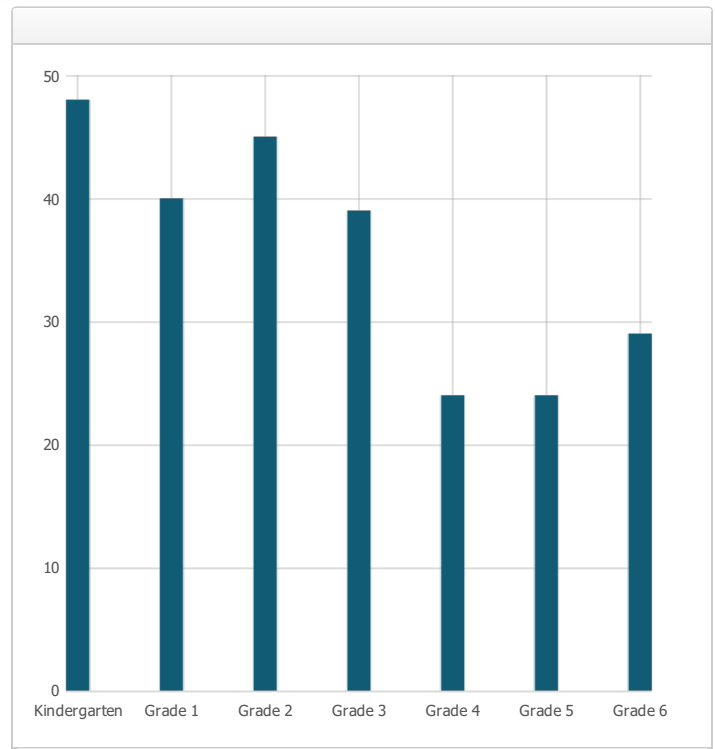
School	
<b>School Name</b>	Adelante Charter
<b>Street</b>	1102 East Yanonali St.
<b>City, State, Zip</b>	Santa Barbara, Ca, 93103-3167
<b>Phone Number</b>	805-966-7392
<b>Principal</b>	Juanita Hernandez
<b>E-mail Address</b>	<a href="mailto:jhernandez@sbsdk12.org">jhernandez@sbsdk12.org</a>
<b>Web Site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

District	
<b>District Name</b>	Santa Barbara Unified
<b>Phone Number</b>	(805) 963-4338
<b>Web Site</b>	<a href="http://www.sbunified.org">http://www.sbunified.org</a>
<b>Superintendent First Name</b>	Dr.
<b>Superintendent Last Name</b>	David Cash
<b>E-mail Address</b>	<a href="mailto:dcash@sbunified.org">dcash@sbunified.org</a>

*Last updated: 5/27/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

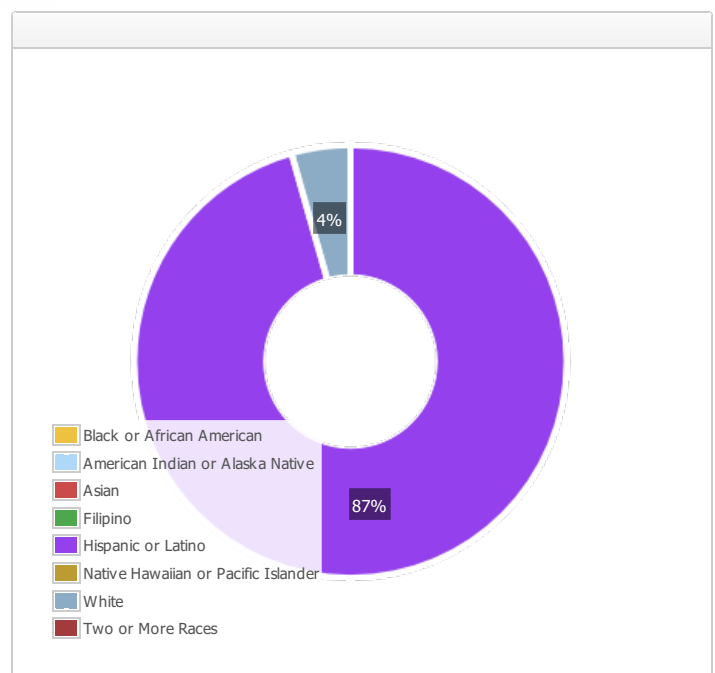
Grade Level	Number of Students
Kindergarten	48
Grade 1	40
Grade 2	45
Grade 3	39
Grade 4	24
Grade 5	24
Grade 6	29
<b>Total Enrollment</b>	<b>249</b>



Last updated: 5/27/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.0
Hispanic or Latino	87.6
Native Hawaiian or Pacific Islander	0.0
White	4.4
Two or More Races	0.4
Socioeconomically Disadvantaged	48.6
English Learners	69.1
Students with Disabilities	6.0



Last updated: 5/27/2015

## A. Conditions of Learning

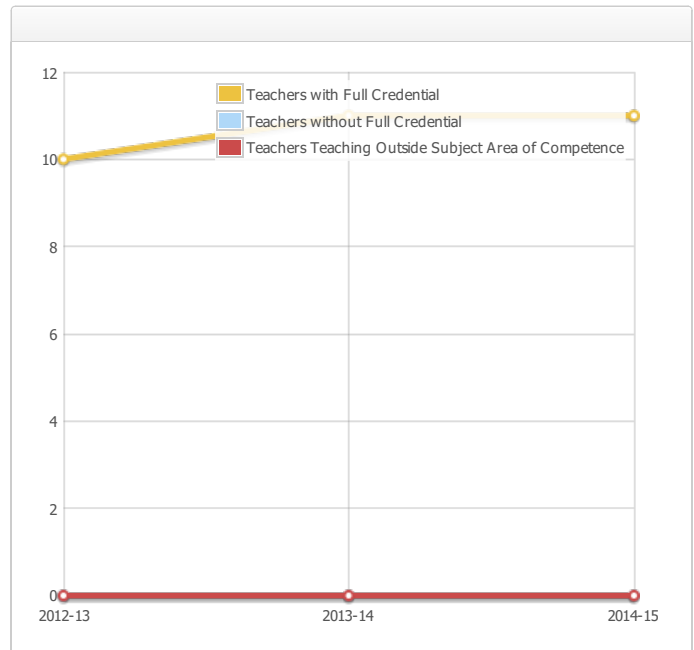
### State Priority: Basic

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

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

#### Teacher Credentials

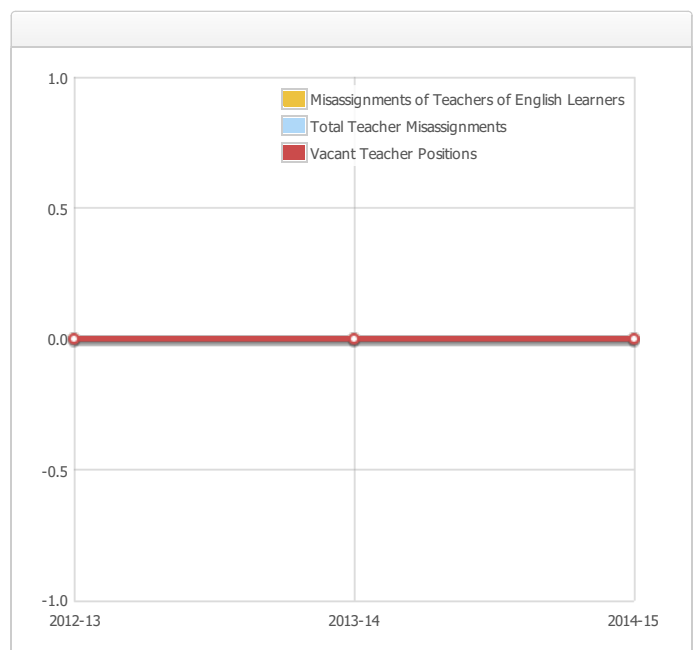
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	10	11	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 5/27/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 5/27/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

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	91	9
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	99	1

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**

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The goal of the language arts program is to develop successful lifelong readers and writers in both Spanish and English, individuals who read for pleasure and express themselves confidently in both their writing and through oral discourse. With the implementation of the Common Core State Standards many of the language arts standards are taught through integrated units in science, social studies and mathematics where projects and presentations using technology are essential for demonstrating mastery. Reading and writing are integrated into the content areas throughout the school day in both English and Spanish. Students engage with a balance of literature and informational text with complexity increasing through the grades. ACS has a school-wide focus on writing with a goal of increased quantity and complexity of writing in all subject areas and grades.</p> <p>Instructional materials for reading instruction are in very good condition and available to all students. Every classroom has the necessary units of study and resources to implement the Writer's Workshop. Books for classroom libraries and books for guided reading are purchased annually. The school recently purchased materials for reading intervention.</p>		0.0
Mathematics	<p>Adelante Charter School offers a STEM focused program for all students. The school is committed to providing an articulated approach to developing STEM literacy K-6 and providing adequate time and resources to ensure student success. Mathematics instruction is based on the inquiry-focused units of study of Context for Learning and is aligned to the Common Core State standards. Computational fluency is developed in concert with a child's developing number sense. Students use a variety of strategies in computation and problem solving and learn to represent their thinking with appropriate models (number lines, area models, etc.). Students, beginning in Kindergarten, must be able to explain their thinking processes as they interact with other students and the teacher as well as communicate their strategies and findings in writing. Every classroom has the necessary materials and resources to implement Context for Learning. In addition, math coaches support teachers in the implementation of Context for Learning via lesson studies and monthly professional development sessions. The math coaches also provide demonstration lessons in the classrooms.</p>		0.0
Science	<p>The science program follows an inquiry-based approach developed around hands-on investigations that engage the learner in the practices of scientists and engineers. Students learn through a cohesive articulated curriculum, Full Option Science System (FOSS), where concepts build on each other leading students to a more comprehensive understanding of the content. The science program encourages curiosity, critical thinking skills, a close connection to the natural world and supports the integration of language arts and math. The science program is aligned to National Science Framework and supports the Next Generation Science Standards. Science is used as a means of developing high levels of academic language in English and Spanish. All students use science notebooks as a tool for learning. At ACS, science-centered language development is one of the strengths of the STEM-focused program. Science is highly engaging and students are eager to use scientific language to communicate. Teachers support students to engage in elevated levels of oral discourse around their learning as well as communicating their ideas in writing with attention given to making claims and supporting those claims with evidence and evidence-based reasoning. In addition to the FOSS program, Adelante collaborates with UCSB, Kids in Nature, SciTrek, NOAA's Ocean Guardians, the Monterey Bay Aquarium, the MERITO Academy, Explore Ecology, Wishtoyo, Let's Grow garden projects, Catalina Island Marine Institute (CIMI) and Wildemess Youth Project. ACS places a high-priority on field experiences even for its youngest students.</p>		0.0

	The FOSS science kits were purchased in 2012 and 2013 and replacement materials are purchased annually. The reading materials are available in every classroom and also accessible on-line. As science is integrated with language arts, students have access to many science-based reading materials for literacy instruction and for building content knowledge. The 6th grade classroom implemented the GEMS Ocean Science kit in 2014.	
History-Social Science	Students increase reading and writing literacy through the context of standards-based social studies curriculum. Students learn social studies both in the classroom and in the surrounding environment through field trips to local historical and cultural sites as well as in the context of other subjects through cross-curricular integrated projects and units of study. There is a focus on developing literacy and critical thinking skills as well as the use of technology for research and presentations. Literature, group and individual projects, and research skills create the foundation for the upper grade classes (4-6) while the lower grades (K-3) focus on the duty of the individual and cultural understanding, in accordance with state standards. The instructional materials and texts supporting social science include AVENUES K-2, Weekly Studies curriculum and the curriculum of the California Education and the Environment Initiative. In addition, GLAD units support the History-Social Science program.	0.0
Foreign Language		0.0
Health	The K-6 physical education program provides students 200 minutes of instruction every 10 days. The focus of the program is on physical fitness where students learn the skills and knowledge to be physically fit along with developing a sense of confidence and a positive attitude. The goals of the PE program are as follows: · Develop and maintain acceptable levels of physical fitness · Develop a variety of movement and manipulative skills to experience success · Establish goals for fitness and healthy fitness food choices · Enjoy and seek out physical activity · Develop the ability to cooperate and collaborate with others.	0.0
Visual and Performing Arts	The visual art program places on emphasis on Latin American art and artists. Art instruction is based on the philosophy of art education developed by the Getty Foundation, Comprehensive Arts Education (CAE). It incorporates four components: art history, art production, art criticism and aesthetics. The program is sequential in design and integrated into the Common Core Standards of language arts and mathematics with the California State Standards of the Visual Arts. Students gain an understanding of art as symbolic language and of its historical and cultural context. Students develop their skills and knowledge of a variety of techniques including sculpture, printmaking, painting, drawing and ceramics. Students receive art instruction one time per week and there is a classroom dedicated to the art program.  Students attend music class on a weekly basis where important musical concepts are developed. The music program gives special attention to multicultural traditional songs and games in accordance with the mission of Adelante. The music program also incorporates use of instruments appropriate for grade levels and student learning is showcased at school events.  The on-going partnership with Santa Barbara Dance Institute (SBDI) provides students the opportunity to not only develop their physical abilities but to value artistic expression and develop a personal standard of excellence. Students in grades 3 and 4 attend a weekly dance class. Students in grades 5 and 6 have the opportunity to be part of an after-school dance group. All of these students prepare for a dance performance that is held in the spring.	0.0
Science Lab Eqpmt(9-12)		0.0

Last updated: 5/27/2015

## School Facility Conditions and Planned Improvements - Most Recent Year

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

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

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

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

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

*Last updated: 5/27/2015*

### School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	The overall cleanliness of the school has greatly improved.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	The new restroom building has been in use since January 2014. Students now have access to four water fountains.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<p>The school will be increasing the number of planter boxes as part of the outdoor science program. The addition of garden space will beautify the campus. A parent will be designing a banner at the entrance of the school to beautify the main entrance to the school.</p> <p>White boards will be installed outside of every classroom door to provide a place for posting notices.</p> <p>The staff is considering the installation of arrays made of tiles for math activities outside.</p>

### Overall Facility Rate - Most Recent Year

Overall Rating	Fair
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*Last updated: 5/27/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	35	78	77	64	61	63	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

*Last updated: 5/27/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63
All Students at the School	77
Male	77
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	67
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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



accuracy or to protect student privacy.

Last updated: 5/27/2015

**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	29%	36%	N/A	63%	61%	54%	56%	55%
Mathematics	N/A	53%	57%	N/A	53%	51%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	N/A	54%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 5/27/2015

**Academic Performance Index Ranks – Three-Year Comparison**

API Rank	2011	2012	2013
Statewide		2	3
Similar Schools		1	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 5/27/2015

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School		37	28
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		43	26
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged		39	31
English Learners		35	12
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 5/27/2015

# State Priority: Other Pupil Outcomes

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

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

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8%	41.7%	25.0%

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

*Last updated: 5/27/2015*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement - Most Recent Year

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

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

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

### State Priority: Pupil Engagement

*Last updated: 5/27/2015*

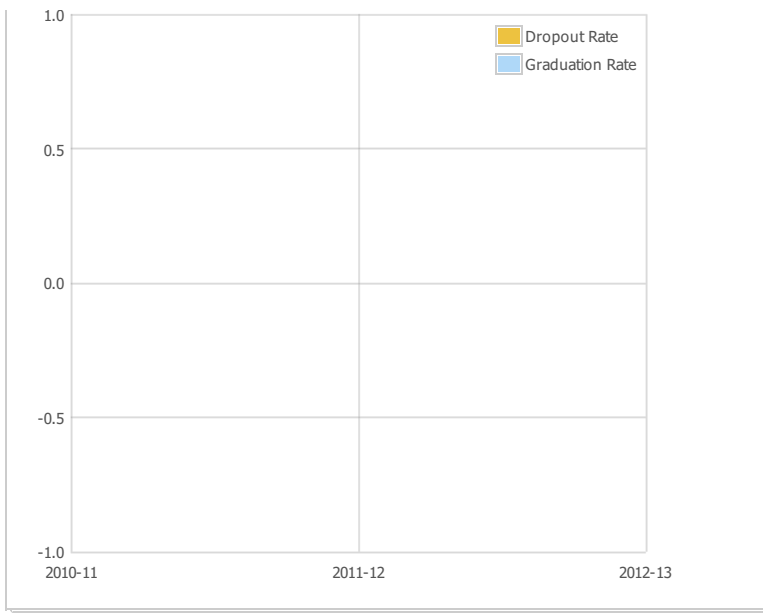
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate						89.69	77.14	78.87	80.44

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



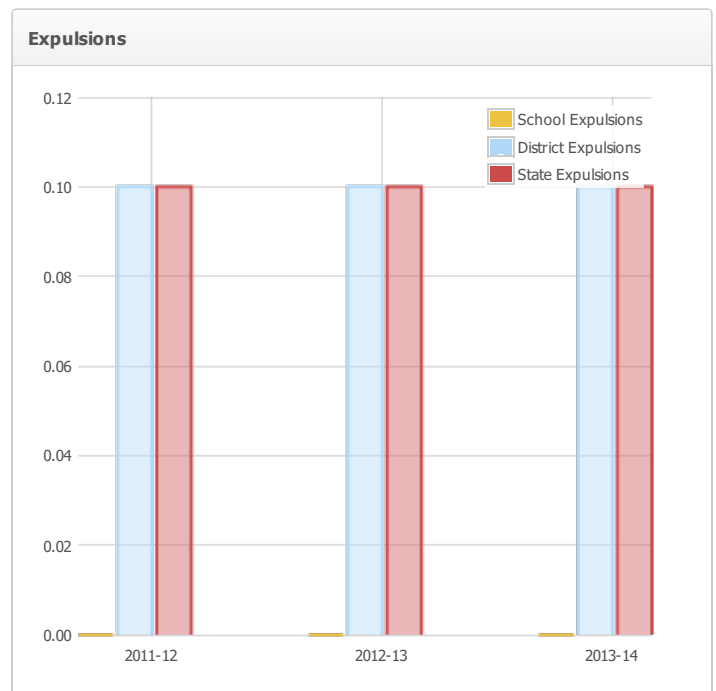
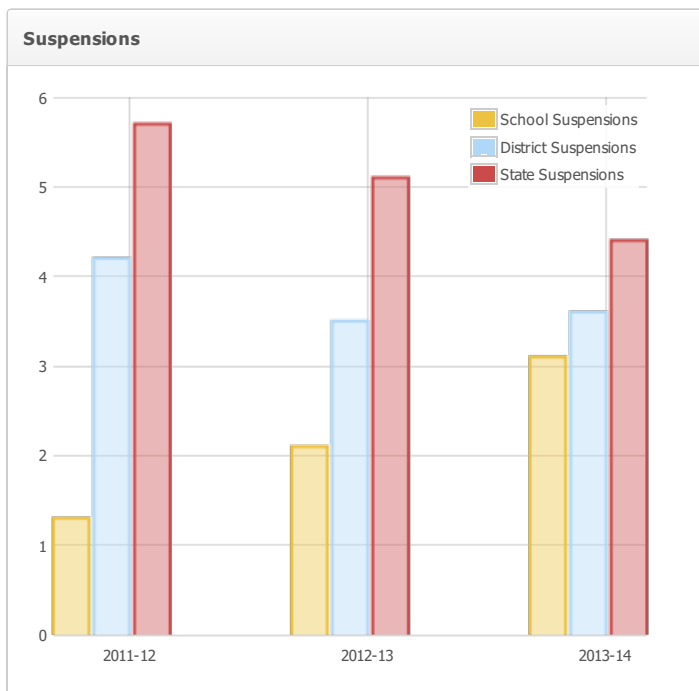
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.30	2.10	3.10	4.20	3.50	3.60	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.10	0.10	0.10	0.10



Last updated: 5/27/2015

**School Safety Plan - Most Recent Year**

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**Date of Last Review/Update: March 2014**

**Date of Last Discussed with Staff: August 2014**

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

*Last updated: 5/27/2015*

## 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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate		N/A

*Last updated: 5/27/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2013-2014
Year in Program Improvement *	Year 5	Year 1
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 5/27/2015*

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

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	0	0	21.0	1	1		24.0		2	
1	18.0	2	0	0	19.0	2			13.0	3		
2	28.0	0	1	0	18.0	2			23.0		2	
3	15.0	2	0	0	28.0		1		20.0	2		
4	31.0	0	1	0	21.0		1		24.0		1	
5	25.0	0	1	0	31.0		1		24.0		1	
6	26.0	0	1	0	24.0		1		29.0		1	
Other												

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

*Last updated: 5/27/2015*



**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	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.

*Last updated: 5/27/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$9,148	\$1,165	\$798	\$63,173
District	N/A	N/A	N/A	\$67,946
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

*Last updated: 5/27/2015*

## Types of Services Funded (Fiscal Year 2013-14)

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

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

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

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

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

*Last updated: 5/27/2015*

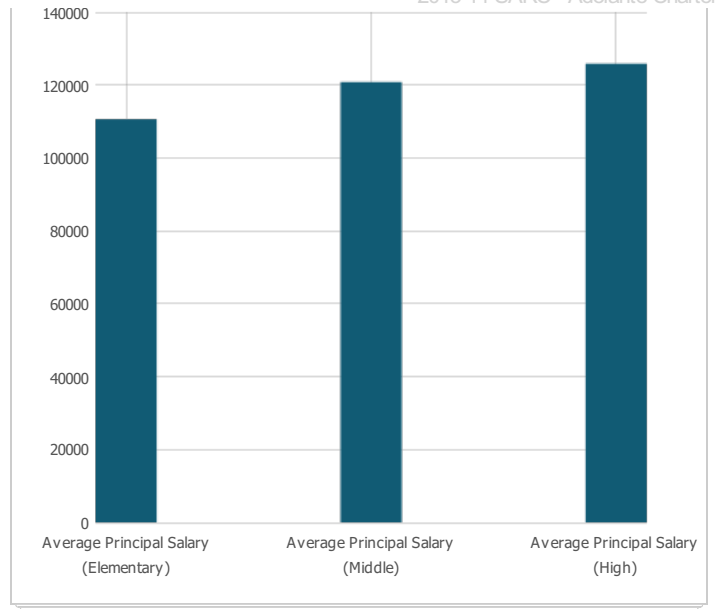
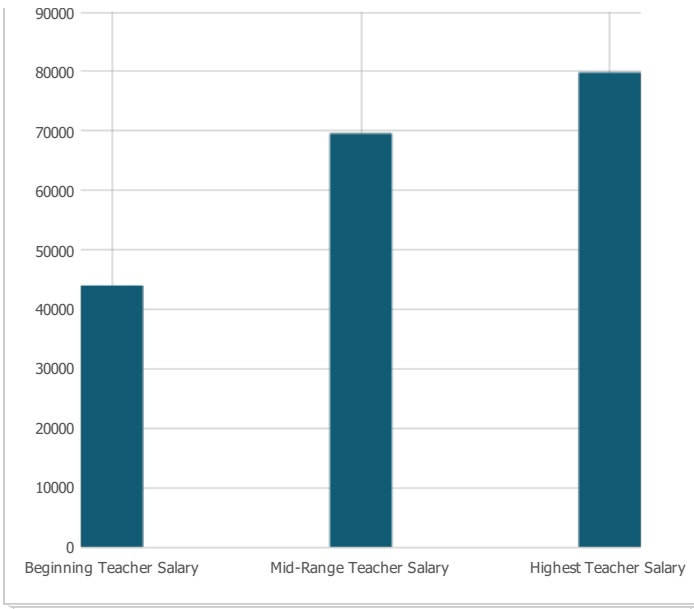
## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,986	\$41,318
Mid-Range Teacher Salary	\$69,588	\$65,615
Highest Teacher Salary	\$79,853	\$84,981
Average Principal Salary (Elementary)	\$110,633	\$107,624
Average Principal Salary (Middle)	\$120,813	\$112,817
Average Principal Salary (High)	\$125,847	\$121,455
Superintendent Salary	\$217,590	\$206,292
Percent of Budget for Teacher Salaries	38.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

**Teacher Salary Chart**

**Principal Salary Chart**



Last updated: 5/27/2015

## Professional Development – Most Recent Three Years

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

Teachers and students are supported in science by programs offered by UCSB and other agencies. In addition, we have a parent and science coach who collaborates with teachers and models the teaching of science and assists in the planning of science. In the area of mathematics, we have been able to sustain math coaches and implemented lesson studies to deepen math knowledge and collaboratively plan the math units of Contexts for Learning. As we continue to increase the type of and quantity of technology accessible to students, staff will continue to attend workshops based on their needs.

Professional development also addresses the academic needs of English learners. Staff attends workshops and conferences to improve their practice and as a school, we monitor the achievement of our English learners by reviewing the results of both summative and formative assessments. To date, all certificated staff has completed the GLAD training and utilize those strategies to support the learning

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

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

*Last updated: 5/27/2015*