Adelante Dual Language Academy
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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, 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/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Adelante Dual Language Academy
Street	2999 Ridgemont Dr.
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-1900
Principal	Nuria Bravo-Sanz/Edith Gonzalez
E-mail Address	nuria.bravo-sanz@arusd.org/edith.gonzalez@arusd.org
Web Site	http://www.arusd.org/Domain/766
CDS Code	43-69369-0108167

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

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

Adelante is a public dual language elementary school 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 2015-16)

Grade Level	Number of Students
Kindergarten	101
Grade 1	91
Grade 2	70
Grade 3	50
Grade 4	58
Grade 5	57
Grade 6	54
Grade 7	50
Grade 8	55
Total Enrollment	586

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	1.2
Filipino	0.5
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0
White	2.6
Two or More Races	1
Socioeconomically Disadvantaged	66.9
English Learners	44.2
Students with Disabilities	6.5
Foster Youth	0.5

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
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	20	27	29	496
Without Full Credential	6	0	2	43
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	2	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.

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.3	3.7
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
Low-Poverty Schools in District	0.0	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 (School Year 2016-17)
Year and month in which data were collected: January 2016

The following are the most recent adoptions for Alum Rock Union Elementary School District:
• Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
• EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
• Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
• Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools	Yes	0%
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0%
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0%
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	Yes	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)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	**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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	47	50	34	39	44	48
Mathematics	27	37	25	30	34	36

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.

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

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	50	50	100.0	28.0
	4	57	56	98.3	37.5
	5	55	55	100.0	49.1
	6	53	53	100.0	58.5
	7	51	50	98.0	66.0
	8	55	55	100.0	58.2
Male	3	28	28	100.0	28.6
	4	21	21	100.0	23.8
	5	28	28	100.0	46.4
	6	22	22	100.0	45.5
	7	25	25	100.0	64.0
	8	25	25	100.0	52.0
Female	3	22	22	100.0	27.3
	4	36	35	97.2	45.7
	5	27	27	100.0	51.9
	6	31	31	100.0	67.7
	7	26	25	96.2	68.0
	8	30	30	100.0	63.3
Black or African American	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	49	49	100.0	28.6
	4	52	51	98.1	37.3
	5	47	47	100.0	46.8
	6	48	48	100.0	60.4
	7	46	45	97.8	64.4
	8	48	48	100.0	52.1
White	4	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	33	33	100.0	21.2
	4	36	36	100.0	36.1
	5	32	32	100.0	46.9
	6	32	32	100.0	43.8
	7	36	35	97.2	57.1
	8	33	33	100.0	51.5
English Learners	3	30	30	100.0	16.7
	4	18	18	100.0	16.7
	5	20	20	100.0	15.0
	6	15	15	100.0	20.0
	7	14	13	92.9	23.1
	8	12	12	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	50	50	100.0	52.0
	4	57	56	98.3	26.8
	5	55	55	100.0	12.7
	6	53	53	100.0	24.5
	7	51	50	98.0	56.0
	8	55	55	100.0	52.7
Male	3	28	28	100.0	60.7
	4	21	21	100.0	33.3
	5	28	28	100.0	17.9
	6	22	22	100.0	18.2
	7	25	25	100.0	60.0
	8	25	25	100.0	48.0
Female	3	22	22	100.0	40.9
	4	36	35	97.2	22.9
	5	27	27	100.0	7.4
	6	31	31	100.0	29.0
	7	26	25	96.2	52.0
	8	30	30	100.0	56.7
Black or African American	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	49	49	100.0	51.0
	4	52	51	98.1	25.5
	5	47	47	100.0	14.9
	6	48	48	100.0	22.9
	7	46	45	97.8	53.3
	8	48	48	100.0	50.0
White	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	33	33	100.0	51.5
	4	36	36	100.0	16.7
	5	32	32	100.0	15.6
	6	32	32	100.0	15.6
	7	36	35	97.2	45.7
	8	33	33	100.0	48.5
English Learners	3	30	30	100.0	40.0
	4	18	18	100.0	11.1
	5	20	20	100.0	5.0
	6	15	15	100.0	6.7
	7	14	13	92.9	30.8
	8	12	12	100.0	8.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	68	51	63	52	47	49	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	110	110	100.0	62.7
Male	53	53	100.0	69.8
Female	57	57	100.0	56.1
Hispanic or Latino	95	95	100.0	60.0
Socioeconomically Disadvantaged	65	65	100.0	58.5
English Learners	32	32	100.0	25.0

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

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

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 physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	17.9	19.6
7	19.6	21.6	13.7

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 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 (School Year 2016-17)

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 Kimberley Rocha 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.9	1.4	1.3	2.3	3.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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 N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	4			19	2	3		19	3	3	
1	19	3			18	4						
2	20	2	1		18	3						
3	20	2	1		20	2	1					
4	27		2		29		2					
5	28		2		27		2					
6	24	4	10		24	2	12					

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	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		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					

Note: 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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	
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	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,014	$2,361	$6,652	$64,748
District	N/A	N/A	$6,466	$74,018
Percent Difference: School Site and District	N/A	N/A	2.9	-12.5
State	N/A	N/A	$5,677	$75,137
Percent Difference: School Site and State	N/A	N/A	17.2	-13.8

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,684	$44,573
Mid-Range Teacher Salary	$75,792	$72,868
Highest Teacher Salary	$88,464	$92,972
Average Principal Salary (Elementary)	$106,896	$116,229
Average Principal Salary (Middle)	$112,241	$119,596
Average Principal Salary (High)		$121,883
Superintendent Salary	$185,000	$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

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)

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