Adelante Dual Language Academy
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	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	Maria D. Martinez
Email Address	maria.martinez@arusd.org
Website	https://adelante.arusd.org
County-District-School (CDS) Code	43-69369-0108167

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

School Description and Mission Statement (School Year 2019-20)

Mission: Academy is a TK-8th grade school that provides an opportunity for all students to achieve high levels of bilingual proficiency and to develop multicultural competency through a rigorous English and Spanish dual language immersion instructional program. Our school philosophy is based on the belief that, "One who knows two languages can contribute in two worlds." Within this philosophical framework, Adelante values and respects both languages and all cultures equally, instills a sense of community service in students, develops future leaders, and involves parents as part of the school learning community.

Adelante is a public dual language elementary school of choice in the Alum Rock Union Elementary School District serving students from Transitional 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.

Academy is a K-8 school that provides an opportunity for all students to achieve high levels of bilingual proficiency and to develop multicultural competency through a rigorous English and Spanish dual language immersion instruction program. Our school philosophy is based on the belief that, one who knows two languages can contribute in two worlds." Within this philosophical framework, Adelante values and respects both languages and all cultures equally, instills a sense of community service in students, develops future leaders, and involves parents as part of the school learning community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	82
Grade 1	66
Grade 2	61
Grade 3	54
Grade 4	60
Grade 5	64
Grade 6	52
Grade 7	44
Grade 8	45
Total Enrollment	528

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	0.9
Filipino	0.4
Hispanic or Latino	94.5
White	2.3
Two or More Races	1.1
Socioeconomically Disadvantaged	59.3
English Learners	37.9
Students with Disabilities	5.7
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	23	24	433
Without Full Credential	3	7	3	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

The following are the most recent adoptions for Alum Rock Union Elementary School District:
- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019- Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Foreign Language	Benchmark Adelante 2016 McGraw Hill Impacto 2018	Yes	0
Health	Family Life - Planned Parenthood	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)

Using the **most recently collected** 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

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Rm.Boys' 20's Restroom-Exhaust fan not working. Rm.P3-HVAC grill in restroom dusty. Rm. 40's Wing, Girls Restroom-Exhaust Fan not working. Rm. 40's Wing, Custodian Room-Exhaust Fan not working.
Interior: Interior Surfaces	Fair	Rm. K1-Cabinet sink by door peeling. Rm. Kitchen-15 floor tiles missing. Rm.C1-Hole in ceiling. Rm. C1-Tile missing. Rm.24-4 ceiling tiles missing. Rm. 20's wing Electrical Room-Hole by breaker box. Rm. Work Room-3 broken tiles at entrance. Rm.31-Baseboard peeled off by adjacent door. Rm.32-Ceiling stain above door. Rm.36-Ceiling tile missing by window. Rm.30's Electrical room-Hole in corner. Rm.30's Electrical Room-Paint peeling. Rm.P9-4 ceiling tiles stained. Rm. 40's Wing, custodian Room-graffiti in stall wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Rm: Office mechanical Room-Dusty. Rm.K2-Webs in Restroom. Rm. K1-Webs in restroom. Rm. Cafeteria Storage-Dusty. Rm. Cafeteria storage-Spider webs in corners. Rm. Stage-Step stairs missing tile. Rm. C1-Needs vacuuming and mopping. Rm. C2-needs vacuuming and mopping. Rm. Girls Restroom 20's Wing-Spider in corner. Rm.23-Needs vacuuming. Rm.24-needs cleaning. Rm.25-Vacuuming Needed. Rm.Boys 20's Restroom-Spider in window sills. Rm.31-Needs vacuuming. Rm.P1-Dead Roach in sink. Rm.30's Electrical Room-Dusty. Rm.P5-Needs vacuuming. Rm.P6-Needs Vacuuming.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Rm.P7-Needs Vacuuming. Rm.P8-Needs vacuuming. Rm.P10-Vacuuming needed.
Electrical: Electrical	Poor	Rm: Office mechanical Room-Missing light cover. Rm. K2-2 burnt bulbs. Rm. K1-2 burnt ballasts. Rm. Library-2 burnt ballasts. Rm. Library-Missing light cover. Rm. Cafeteria-5 burnt bulbs. Rm. Stage: Burnt bulbs. Rm. C1-5 burnt bulbs. Rm. C1-light covers missing. Rm.C2-6 burnt bulbs. Rm.23-Burnt ballast. Rm.24-2 burnt ballasts. Rm.25-2burnt ballasts. Rm. 20's wing Electrical Room-2 light covers missing. Rm. 20's wing Custodian room-Wires above light switch exposed. Rm.42-2 burnt ballasts. Rm.41-4 burnt bulbs. Rm. Work Room-burnt ballast. Rm. Work Room-1 light cover missing. Rm.31-2 burnt ballasts. Rm.33-2 burnt bulbs. Rm.36-bulb not put in place. Rm.35-4 burnt bulbs. Rm.P1-3 burn bulbs. Rm.30's Electrical Room-Missing light cover. Rm.P3-5 burnt bulbs. Rm.P4-5 burnt bulbs. Rm.P4-Light switch cover broken. Rm.44-5 burnt ballasts. Rm.P6-2 burnt bulbs. Rm.P7-4 burnt bulbs. Rm.P8-4 burnt lights. Rm.P9-4 burnt bulbs. Rm.P10-6 burnt bulbs. Rm.40's Wing, Electrical Room-Missing 2 light covers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Rm. Music Room: Drinking Fountain not working. Rm.23-Faucet loose. Rm.23-Drinking Fountain not working. Rm.22-Button leaks when pushed on. Rm.21-Dirty with paint. Rm.26-Flountain loose. Rm.31-Sink on button leaks when pushed. Rm.P2-Leaking under sink. Rm.34-Sink not working. Rm.30-2burnt bulbs. Rm. 40's Wing, Boys Restroom-1 sink missing knob.
Safety: Fire Safety, Hazardous Materials	Poor	Rm. K1: Clorox wipes by sink. Rm.23-Chemicals under sink. Rm.42-Wipes Clorox under sink. Rm.41-Comet and Clorox wipes under sink. Rm. 31-Clorox wipes under sink. Rm.32-Comet cleaner under sink. Rm.33-Lysol spring by door. Rm.36-Clorox wipes on counter. Rm.35-Extinguisher blocked by desk. Rm.P2-Lysol and Clorox wipes by sink. Rm.P3-Numerous bottles of Clorox wipes under sink. Rm.44-Kirkland wipes under sink. Rm.P7-Clorox wipes under sink. Rm.P8-Wipes on counter by sink.
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Rm. Kitchen: Electrical Panel Door does not secure, can be pushed open. Rm.42-Peep hole missing cover from outside. Rm. Playground Main-Pothole by slide.
Overall Rating	Poor	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	43	41	40	50	50
Mathematics (grades 3-8 and 11)	41	46	33	33	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	314	314	100.00	0.00	42.68
Male	156	156	100.00	0.00	41.03
Female	158	158	100.00	0.00	44.30
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	299	299	100.00	0.00	43.14
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	193	193	100.00	0.00	37.82
English Learners	158	158	100.00	0.00	35.44
Students with Disabilities	23	23	100.00	0.00	13.04
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	314	314	100.00	0.00	45.54
Male	156	156	100.00	0.00	44.23
Female	158	158	100.00	0.00	46.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	299	299	100.00	0.00	46.15
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	193	193	100.00	0.00	41.97
English Learners	158	158	100.00	0.00	37.97
Students with Disabilities	23	23	100.00	0.00	8.70
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.5	22.2	19.0
7	22.7	18.2	34.1

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

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 (School Year 2019-20)

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
• Leemos Juntos (Reading Together)
• Monthly School Site Council meetings
• Parent Teacher Association (PTA)
• Reading Under the Stars
• Spelling bee
• Beautification days
• Fun Friday incentive day
• Classroom tutors
• Sports coaches
• Field Trip Support
• Safety Committee
• 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.1	1.7	2.4	2.8	3.8	2.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2017. 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 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	3		20	2	2		21	1	3	
1	20	3	1		21		3		22		3	
2	23		4		18	3			20	2	1	
3	23		3		20	2	1		18	3		
4	25		2		33			2	30		2	
5	27		2		24		2		32		2	
6	25	1	12		22	1	12		25	1	12	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1056.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,108.38	3,555.30	10,553.08	83,124.46
District	N/A	N/A	$1,148.34	$87,160.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	160.7	-4.7
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	33.7	0.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$57,473	$45,741
Mid-Range Teacher Salary	$89,476	$81,840
Highest Teacher Salary	$106,470	$102,065
Average Principal Salary (Elementary)	$119,374	$129,221
Average Principal Salary (Middle)	$131,610	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$212,178	$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			3

The primary areas of focus for staff development are in the areas of small group instruction and in best practices for Dual Language Instruction. The focus for staff development was decided by school wide data which indicates that students need small group instruction to address reading deficiencies as indicated by the state test. Best practices for Dual Language instruction go hand-in-hand with developing bilingual and biliterate students to help them earn the Pathway to the Seal of Biliteracy.

Professional development is delivered in a variety of formats. Mostly, it is done during staff meeting time. However, there are district wide PD days and conferences that teachers can attend. Teachers are supported during implementation through coaching cycles, data analytics and teacher-principal evaluation cycles.

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
- 0 Dual Language program development workshops through an experienced researcher/staff developer
- 0 Small Group Instruction
- 0 Constructing Meaning training to support language development (5th-8th grade)
  - Project-based Learning
- Guiding Principles of Dual Language Instruction