

Adelante Dual Language Academy

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

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

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 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	Maria D. Martinez
Email Address	maria.martinez@arUSD.org
School Website	https://adelante.arUSD.org/
County-District-School (CDS) Code	43-69369-0108167

2021-22 District 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
District Website Address	www.arUSD.org

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	64
Grade 2	63
Grade 3	61
Grade 4	59
Grade 5	42
Grade 6	58
Grade 7	51
Grade 8	48
Total Enrollment	522

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
Asian	0.6
Black or African American	0.6
Filipino	0.4
Hispanic or Latino	95.6
Two or More Races	1.1
White	1.7
English Learners	30.1
Socioeconomically Disadvantaged	57.3
Students with Disabilities	7.3

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.9	53.8	373.6	75.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	10.5	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.0	23.1	41.0	8.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.0	23.1	35.7	7.3	12115.8	4.4
Unknown	0.0	0.0	31.8	6.5	18854.3	6.9
Total Teaching Positions	25.9	100.0	492.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	2.0
Misassignments	4.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	6.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	6.0
Total Out-of-Field Teachers	6.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.3

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook 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
- Studies Weekly 2019- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected

August 2021

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 School	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary/ CPM 2015- Middle School	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

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.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Rm:Music Room-Water stain on ceiling tile.. Rm:32-Carpet is torn. Rm:41Carpet is old and wrinkled Rm:42- carpet is old has a tear on the middle Rm:44- carpet is torn in two areas/ ceiling is falling Rm: P5-Ceiling tiles falling and have water stains Rm:P4- ceiling is falling Rm: P9- Ceiling tiles falling and have water stains Rm:P10- Wood entrance floor is broken Rm: Office Closet- tile is broken at the entrance
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Rm:C2-3 lights are out Rm: Library- needs ballast Rm: K1- needs 5 ballasts to be replaced Rm: Staff Room- Only one switch works
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			Rm: Electrical Room- has too much furniture

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		Rm:21- Missing a piece of the roof on both sides
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Playground: Tear on side of slide/ ground is uneven/ needs wood chips

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	NT	NT	NT	NT
Female	162	NT	NT	NT	NT
Male	155	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	301	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	92	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	186	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	27	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	NT	NT	NT	NT
Female	162	NT	NT	NT	NT
Male	155	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	301	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	92	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	186	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	27	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	162	150	92.59%	7.41%	37.33%
Female	89	82	92.13%	7.87%	40.24%
Male	73	68	93.15%	6.85%	33.82%
Asian	3	2	66.67%	33.33%	50.00%
Black or African American	2	2	100.00%		
Filipino	1	1	100.00%		
Hispanic or Latino	151	140	92.72%	7.28%	38.57%
White	5	5	100.00%		20.00%

English Learners	100	93	93.00%	7.00%	34.41%
Socioeconomically Disadvantaged	102	96	94.12%	5.88%	32.29%
Students Receiving Migrant Education Services	1	1	100.00%		
Students with Disabilities	11	11	100.00%		9.09%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	162	148	91.36%	8.64%	44.59%
Female	89	84	94.38%	5.62%	41.67%
Male	73	64	87.67%	12.33%	48.44%
Asian	3	3	100.00%		66.67%
Black or African American	2	2	100.00%		50.00%
Filipino	1	1	100.00%		
Hispanic or Latino	151	137	90.73%	9.27%	44.53%
White	5	5	100.00%		40.00%
English Learners	100	92	92.00%	8.00%	43.48%
Socioeconomically Disadvantaged	102	94	92.16%	7.84%	39.36%
Students Receiving Migrant Education Services	1	1	100.00%		
Students with Disabilities	11	9	81.82%	18.18%	33.33%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	NT	NT	NT	NT
Female	41	NT	NT	NT	NT
Male	50	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	88	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	14	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	534	9	1.7
Female	277	275	5	1.8
Male	263	259	4	1.5
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	3	3	0	0.0
Filipino	3	2	0	0.0
Hispanic or Latino	516	511	9	1.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	9	9	0	0.0
English Learners	182	182	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	307	305	4	1.3
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	43	43	1	2.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.43	0.00	2.23	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.05	1.60	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 2019. 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. The updated safety plan will be submitted by January 14th, 2022. The updates will be made with support from the school's school site council and safety committee.

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

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	22		3	
2	20	2	1	
3	18	3		
4	30		2	
5	32		2	
6	25	1	12	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	22		3	
2	21	2	1	
3	19	3		
4	25		2	
5	30		2	
6	29		13	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	1	
1	21	1	2	
2	21	1	2	
3	20	2	1	
4	30		2	
5	21	1	1	
6	29		12	1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1044

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,473.06	\$6,368	\$9,095	\$95,878
District	N/A	N/A	\$1,148.34	\$90,674
Percent Difference - School Site and District	N/A	N/A	155.2	5.6
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	7.4	11.0

2020-21 Types of Services Funded

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 and after school 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,197	\$52,060
Mid-Range Teacher Salary	\$92,160	\$84,043
Highest Teacher Salary	\$109,665	\$107,043
Average Principal Salary (Elementary)	\$121,783	\$133,582
Average Principal Salary (Middle)	\$134,266	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$218,543	\$240,628
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 state and local assessments. 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 trainings 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:

- o Workshops through the annual Dual Language Conference/CABE/NABE
- o Extended duty pay for staff articulation and standards mapping.
- o Teacher release days that focus on student progress in areas of Language Arts and Math
- o School visitations
- o Instructional Coaching through mentorships.
- o Dual Language program development workshops through an experienced researcher/staff developer
- o Small Group Instruction
- o Constructing Meaning training to support language development
 - o Project-based Learning
 - o Guiding Principles of Dual Language Instruction
 - o Dual Language Teaching Academy Training through CABE

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

Alum Rock Union Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District 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
District Website Address	www.arusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5587	NT	NT	NT	NT
Female	2708	NT	NT	NT	NT
Male	2879	NT	NT	NT	NT
American Indian or Alaska Native	18	NT	NT	NT	NT
Asian	663	NT	NT	NT	NT
Black or African American	64	NT	NT	NT	NT
Filipino	294	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	25	NT	NT	NT	NT
Two or More Races	88	NT	NT	NT	NT
White	86	NT	NT	NT	NT
English Learners	1782	NT	NT	NT	NT
Foster Youth	21	NT	NT	NT	NT
Homeless	54	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4446	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	774	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5588	NT	NT	NT	NT
Female	2709	NT	NT	NT	NT
Male	2879	NT	NT	NT	NT
American Indian or Alaska Native	18	NT	NT	NT	NT
Asian	663	NT	NT	NT	NT
Black or African American	64	NT	NT	NT	NT
Filipino	294	NT	NT	NT	NT
Hispanic or Latino	4350	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	25	NT	NT	NT	NT
Two or More Races	88	NT	NT	NT	NT
White	86	NT	NT		NT
English Learners	1783	NT	NT	NT	NT
Foster Youth	21	NT	NT	NT	NT
Homeless	54	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4447	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	774	NT	NT	NT	NT