

# Adelante Charter School

## School Accountability Report Card

### Reported for School Year 2010-11

Published During 2011-12

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#### Adelante Charter School

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

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## About This School

### School Description and Mission Statement (School Year 2010-11)

Adelante Charter School's vision embraces the languages and cultures of our students and uses these linguistic assets and cultural affirmations as foundations for building long-term academic success and for preparing them to become productive citizens in an increasingly multicultural world. The foundation of Adelante Charter School is the two-way immersion program. We provide a child-centered program that strengthens academic achievement, accelerates second language acquisition, and creates a diverse, mutually supportive community of learners. All of our students, English-speaking as well as Spanish-speaking, will attain fluency and literacy in Spanish and English. A rigorous curriculum challenges students to learn concepts and skills that support their achievement, confidence, and well-being to allow them to make positive and creative contributions to society.

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The mission of Adelante Charter School is to develop bi-literate, multicultural students whose strong academic and cultural foundation prepares them to meaningfully participate in their families, their community and their world to create a more just and equitable society. To reach these goals, Adelante Charter School will develop, in partnership with parents, the skills, determination, desire and ability to complete high school and achieve success at the university or in whatever endeavors that are undertaken in life.

The two-way immersion charter school opened in 2000 as Cesar Estrada Chavez Charter School. In the 2010 school year, the charter was re-written and the school name was changed to Adelante Charter School. The school campus is located next to Franklin Elementary School. The auditorium/cafeteria at Franklin is shared with the Adelante school community. The Eastside Public Library is within one block and is an important resource for the school. The school currently serves a population of 215 students from various ethnic backgrounds, with a majority of the students who are Latino. Most students enter the school with fluency in a single language (either English or Spanish), although many are bilingual. As a school of choice, the school draws students from several geographical areas within the Santa Barbara community, primarily the eastside of Santa Barbara. The school enrolls two kindergarten classrooms each year using a public, random lottery as the enrollment requests exceed the available spaces. The school day begins at 8:00 a.m. with a 2:30 p.m. dismissal time for kindergarten students and a 3:00 p.m. dismissal for grades 1–6. Thursday afternoon is an early dismissal day with all students leaving at 1:00 p.m., creating time for teacher planning, preparation and professional development.

After school activities include Girl's Inc. (who provides transportation from the school to the Girl's Inc. site on Ortega St.), Franklin Children's Center after school care, Science Club, SWAT team (Santa Barbara Dance Institute) and the A-OK program. The school also offers small group instruction for students who need extra support in language arts and mathematics and enrichment opportunities.

Adelante Charter School is committed to achieving the highest possible academic and personal growth coupled with the pedagogy of learning two languages and learning in two languages. Students learn the qualities of good citizenship, how to care for the environment, and how to function in a linguistically and culturally diverse society. This thoroughly bilingual, culturally affirming environment fosters student learning and long-term success.

The bilingual program model changed in the 2010-11 school year from the 50:50 model to the 90:10 immersion model. The 90:10 model is based on nationally researched successful programs. Students in kindergarten and first grade are immersed in Spanish – that is to say that 90% of the day is in Spanish. Students in second grade spend 80% of the day in Spanish, and in third grade, 70% of the day is in Spanish. As the students move through the grades and they become fluent in Spanish, more instruction in English is added. In the fifth and sixth grade, the learning is 50% Spanish and 50% English. Students receive instruction in the California content standards, as do all students in the district; however, our students develop the vocabulary and concepts in two languages.

### **Principal Experience**

Juanita Hernandez joined the staff in March of 2010 and has 26 years of experience in education. She has served as an elementary bilingual teacher and has 20 years of experience as a K-12 school administrator.

### **Homework**

Adelante Charter School's homework policy is a direct reflection of the Santa Barbara School District's policy. Adelante Charter School recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits. Moreover, it is recognized that time spent on homework directly influences students' ability to meet the school's academic standards.

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K-6th grade teachers assign homework from Monday through Thursday. In addition, all students are required to read 20-30 minutes a day. Teachers often offer students a homework club after school and students in the A-OK program are provided homework assistance as part of the program.

### Opportunities for Parental Involvement (School Year 2010-11)

The Charter states that parents participate in school activities five hours per month. Parent volunteers are always welcome in the classroom and are encouraged to call or stop by the office with any questions they might have. Parents are part of the Adelante Board of Directors and the School Site Council. In addition, parents lead the PTSO (Parent Teacher Staff Organization) and the Padres Adelante group.

There is a part-time parent coordinator on staff who meets regularly with designated lead parents to discuss upcoming events who then communicate with the parents in the respective classrooms. As part of the School Improvement Program, a parent educator offers a variety of workshops to parents including computer literacy, and Spanish classes and coordinates monthly meetings for parents that address a variety of academic related topics.

Parents organize and support a variety of events including a Book Fair, the Back to School BBQ, the *Día de los Muertos* Celebration, the winter performances, the Downtown Holiday Parade, a Jog-A-Thon, and a Kermes along with other activities to strengthen the school community and raise funds to support the educational program for students. The school depends on parent involvement and support with the many extra-curricular events and values their input into the daily operations of the school.

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	31
Grade 1	32
Grade 2	30
Grade 3	32
Grade 4	30
Grade 5	26
Grade 6	32
<b>Total Enrollment</b>	<b>213</b>

### Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.5%
Asian	0.9%
Filipino	0.0%
Hispanic or Latino	89.7%
Native Hawaiian/Pacific Islander	0.0%
White	8.9%
Two or More Races	0.0%
Socioeconomically Disadvantaged	79.3%
English Learners	73.2%
Students with Disabilities	7.5%

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### Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	0	0	15.5	2	0	0
1	20.5	2	0	0	16.0	2	0	0
2	19.0	2	0	0	15.0	2	0	0
3	19.5	2	0	0	16.0	2	0	0
4	24.0	1	1	0	30.0	0	1	0
5	25.0	0	1	0	25.0	0	1	0
6	24.0	0	1	0	32.0	0	1	0

## School Climate

### School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2010

Date Last Discussed with Staff: March 2010

Adelante Charter School is a community and every staff member is responsible for ensuring the safety of all children while at school. Our school safety plan outlines the supervision of children in the event of an emergency. It includes procedures for dangerous campus intrusion (“lock-down”), earthquakes, bomb threats, chemical accidents and explosions. First aid kits, fire extinguishers and emergency supplies are restocked each year. The staff monitors school grounds before the start of school and after dismissal. A crossing guard assists the children as they cross the street every morning and afternoon. Fire drills are scheduled on a monthly basis and the earthquake/disaster drills are conducted at least two times per year.

In the event of an emergency, staff is divided into different teams, such as the search and rescue team. The school safety plan and emergency plan are revised annually and presented by the School Site Council to the staff and the Board of Directors. As Adelante is on the Franklin Elementary School campus, the safety plan addresses communication between the schools.

### Discipline

Teachers, parents and students developed the school discipline plan. Adelante Charter School is committed to ensuring a caring community for learning in a safe environment. The school's code of conduct is based on the set of core values of César Estrada Chávez, which include acceptance of all people, celebrating community, respect for life and the environment, non-violence, innovation, a preference to help the most needy, knowledge, sacrifice, service to others, and determination.

In order to positively impact school culture and climate, the school is implementing TRIBES, a process that maximizes academic, social and emotional development for our students. Mutual respect and support among staff and students is evident, and commitment to the mission of the school is embedded in the culture of the school. Students are rewarded in monthly assemblies for displaying positive behaviors.

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### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	1.2	3.9	N/A	4.1	4.0	1.9
<b>Expulsions</b>	0	0	N/A	0	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## School Facilities

### School Facility Conditions and Planned Improvement (School Year 2011-12)

Adelante Charter School maintains a safe, clean environment for its students, staff, and volunteers. Visitors on campus are required to check in at the office. Teachers and instructional assistants supervise students at arrival, recesses, lunch, and dismissal.

The school consists of 12 portable classrooms, which includes 10 classrooms, a family center and the school office. The sixth grade classroom and art room are regular classrooms of Franklin School. Parent groups and volunteers have helped with campus beautification efforts, planting vegetable gardens and a butterfly garden outside classrooms.

The custodians clean the restrooms and classrooms daily, while the district provides regular maintenance to the buildings and grounds. All toilets are in working order. The school has a facilities use agreement with the district per Proposition 39.

### School Facility Good Repair Status

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		√			
<b>Interior:</b> Interior Surfaces		√			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		√			
<b>Electrical:</b> Electrical		√			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		√			Floor boards in portable restroom are rotting out; non-operable drinking fountain on campus.
<b>Safety:</b> Fire Safety, Hazardous Materials		√			
<b>Structural:</b> Structural Damage, Roofs		√	√		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		√			
<b>Overall Rating</b>		√			
Date of inspection: January 2010					

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### Teachers

Teachers are evaluated annually using the Santa Barbara Unified School District evaluation tool. The evaluation process centers on the standards and meeting individual goals. Evaluations are based on these goals and on in-class teaching strategies. All teachers participate in on-going professional development with immersion teaching strategies and new teachers participate in a mentor program to support their first years of teaching.

Adelante Charter School relies on a list of qualified bilingual substitutes. In the rare case a substitute can't be found, the principal will teach the class. Adelante Charter School has four instructional assistants who work in the lower grades.

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	13	18	13	281
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	100%	0%
<b>High-Poverty Schools in District</b>	100%	0%
<b>Low-Poverty Schools in District</b>	100%	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 25 percent or less in the free and reduced price meals program.

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### Support Staff

#### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School
Psychologist	0.2
Nurse	0.1
Speech/Language/Hearing Specialist	As needed
Resource Specialist (non-teaching)	0.5

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.

### Curriculum and Instructional Materials

#### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All students have their own textbooks in good condition. All students have access to all needed instructional materials.

##### Reading and Writing

In the 90:10 immersion model, all students initially learn to read and write in Spanish. English reading and writing are included in the English language development part of the day. Formal English reading is part of the third grade curriculum. Students continue to improve their reading and writing in both languages throughout their schooling. All students are expected to write in both Spanish and English, and a writing assessment tool is used to ensure competency in both languages. District and state adopted textbooks in the appropriate language are available for instruction along with other valuable supplemental resources.

##### Math

Adelante Charter School uses Harcourt K-6 Mathematics and the supplementary curriculum, *Contexts for Learning*. In the 2010-11 school year, the students are also using the EXCEL math program to supplement the mastery of the math standards. Teachers have on-going training and support with the *Contexts for Learning* curriculum implementation through University of California, Santa Barbara. All instruction is standards-based and is taught in Spanish from K-6th grade.

##### Science

In order to provide students with an inquiry-based learning experience; all grades are using FOSS (Full Option Science System) to enhance the learning experiences in science. Students in fourth and fifth grades also use Pearson Scott Foresman, and sixth grade uses Holt textbooks. Teachers are using Guided Language Acquisition Design (GLAD) strategies when teaching science. The after-school weekly science club supports science instruction.

##### Social Studies

The texts used for social studies instruction include Harcourt and Houghton-Mifflin. Teachers are using supplemental materials to support the standards and are using GLAD strategies to promote mastery of the content. Students are provided with a standards-based social studies program.

## **Specialized Programs**

### **Gifted and Talented Education (GATE)**

The district provides psychological evaluation to identify GATE students in our school. Teachers and parents recommend students for testing. A teacher representative attends GATE meetings to learn more about the academic needs of the gifted child and then provides information to the staff during regular staff meetings. Teachers provide in-class extensions to identified gifted learners that enhance the acquisition of and mastery of two languages.

### **Special Ed**

The Student Study/Success Team (SST) meets with the families of children who may need speech therapy, who have a suspected learning disability, or whose behavior and attendance issues interrupt learning. The SST provides the teacher and parent with recommendations to support students. In the event adequate progress is not evident, the SST may recommend that the student be reviewed to determine if the student may need and or qualify for Special Education services.

A resource specialist teaches students identified with a learning disability. This teacher provides pullout instructional services in accordance with the students' individualized educational plan. A speech and language teacher is also available for identified students.

### **At-risk students**

Parents of at-risk students are informed at the November parent conferences, and a plan is developed with the teacher, parent, and child. At-risk students receive services that include: help from adult tutors and instructional assistants, additional instruction from resource teachers, extended day and/or extended year language arts and/or math interventions and Homework Club.

### **English language learners**

The two-way immersion program of Adelante fosters a very positive learning environment for all students. High standards for student achievement and success are in place. English learners have full access to the curriculum since many subjects are taught in Spanish, and they serve as language models for other students. They develop their Spanish skills while learning English.

English language development is taught daily. The staff provides a strong support system for each student, with recognition for good behavior, achievement, and use of the target language. The staff members are bilingual.

### **Students with disabilities**

Our school meets the Americans with Disabilities Act requirements for the buildings and structures. Students with disabilities are supported according to their needs and their individualized learning plan.

### **After-school programs**

We have several extended day programs. Students who are identified at-risk participate in small after school guided reading groups with their teachers. A-OK began in January 2011 and is offered first to students who need additional academic support. There is a science club that meets weekly for students in grades 3-6 and a dance program for students in grades 4-6. A summer school program targeting language arts and mathematics was offered in July 2011 and a summer program is planned for the summer of 2012.

### **Tutoring**

The higher education community provides the school with tutors. Adelante partners with University of California,

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Santa Barbara and Westmont who provide student volunteers that support students individually or while working with the children in small groups.

### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)
School Site	\$8,233	\$412	\$7,821
District			\$5,611
Percent Difference Between School Site and District			+39%
State			\$5,455
Percent Difference Between School Site and State			+43%

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

#### Types of Services Funded (Fiscal Year 2010-11)

School Improvement Grant funds have provided professional development in the areas of mathematics and language arts. The grant also addresses school climate and parent involvement. The school has been utilizing the grant to increase the resources available to teachers, students and parents as the school is engaged in a process of transformation to increase student achievement. The grant was awarded in the 2010-11 school year with funding through the 2012-13 school year. Title I funds provide supplemental services for students who are most at risk of not meeting state standards. The funds provide supplemental materials for language arts and math instruction. The funds also provide a part-time teacher who provides instruction and supports instruction in the classrooms. The Title I funds are also used for professional development and to support parent involvement. Title III funds support English learners in the primary grades by providing instructional assistants who are bilingual. Title III funds are also used to provide professional development. Local donors/foundations support our visual arts and dance programs. Parcel Tax funds are supporting the music program, the science program and to increase the technology available for student use.

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### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

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

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

**California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

**California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

**California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three Year Comparison

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	28%	29%	29%	51%	52%	54%	49%	52%	54%
Mathematics	30%	36%	32%	56%	58%	61%	46%	48%	50%
Science	21%	36%	52%	49%	58%	59%	50%	54%	57%

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.

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### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

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.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
All Students in the LEA	54%	61%	59%
All Students at the School	29%	32%	52%
Male	24%	33%	
Female	33%	32%	50%
Hispanic or Latino	25%	31%	45%
Socioeconomically Disadvantaged	21%	30%	39%
English Learners	17%	29%	50%
Students with Disabilities	25%	25%	

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period.

For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.00%	24.00%	16.00%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	1	1
Similar Schools	1	1	1

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### Academic Performance Index Growth by Student Group -- Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	6	30	18
Hispanic or Latino	6	46	14
Socioeconomically Disadvantaged	46	49	22
English Learners	0	54	29

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

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	141	696	3,104	793	4,683,676	778
Black or African American	0		32	815	317,856	696
American Indian or Alaska Native	1		24	797	33,774	733
Asian	1		39	924	398,869	898
Filipino	0		9		123,245	859
Hispanic or Latino	129	676	2,202	749	2,406,749	729
Native Hawaiian or Pacific Islander	0		3		26,953	764
White	10		730	909	1,258,831	845
Two or More Races	0		54	872	76,766	836
Socioeconomically Disadvantaged	112	662	1,938	743	2,731,843	726
English Learners	113	673	1,715	734	1,521,844	707
Students with Disabilities	12	596	485	676	521,815	595

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### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2009-2010	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5%

## Instructional Planning and Scheduling

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### Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.