



Adelante Spanish Immersion School

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Redwood City School District

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District Administration

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Member

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RCSD

Mission Statement

Our mission is to work in partnership with parents and the community to help youth develop a positive vision of the future and acquire the attitudes, knowledge and skills necessary to become successful, contributing participants in a rapidly changing world.

School Description and Mission Statement

The Adelante Spanish Immersion Magnet School is a partnership composed of teachers, parents, students, administrators, and community members dedicated to preparing children linguistically, academically and socially to contribute to, and thrive in, an ever-changing world.

In an environment which depends on each person's strengths and contributions, students will achieve academic excellence in all subjects in English and Spanish. Building upon our diverse backgrounds and through rich learning opportunities, students will develop respect for each other and for different cultures. The Adelante Two-way Spanish Immersion Magnet School brings together both Spanish speaking and English speaking students in a unique opportunity to learn and achieve in two languages.

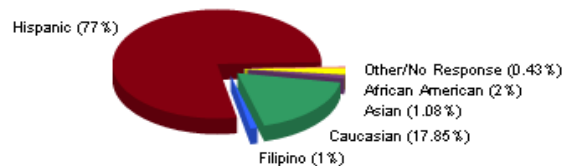
Situated on the beautiful San Francisco Peninsula, Redwood City has a mild year-round climate and a profound sense of community. Redwood City offers residents a charming downtown and a variety of entertainment and outdoor activities as well as educational and business opportunities.

Adelante Spanish Immersion School is one of 17 schools in the Redwood City School District. Students wishing to attend Adelante School must go through an application and admissions process. Open enrollment is held each February and "school of choice" request forms may be obtained from the District Office or any school within the Redwood City School District.

All schools within the district have a special instructional focus to complement the California Standards curriculum. Adelante School is committed to a schoolwide focus on Spanish Immersion and Technology.

During the 2006-07 school year, a total of 465 students were enrolled at Adelante Spanish Immersion School on a traditional calendar. The 2006-07 student population consisted of 54% 'Socioeconomically Disadvantaged,' 52% 'English Learners,' and 8% 'Students with Disabilities.' Additional student body demographics are illustrated below.

% of Student Enrollment by Ethnicity



District Profile

The Redwood City School District aims to be a premier California school district. We are committed to the success of each and every student, and we take seriously our obligation to meet the challenges laid before us by federal and state accountability guidelines. The RCSD believes equally, however, that we must be committed to more than just the academic performance of our students, if they are to truly be successful in life--now, in high school and beyond. We are committed to developing our students' full range of developmental needs -- intellectual, physical, mental, and social-emotional.

Test scores have been steadily rising in the Redwood City School District. We are proud of the progress we have been making, and have taken strong steps to accelerate the gains. In early 2007, the Redwood City School District put in place an Achievement Plan aimed at assuring high achievement for all students, regardless of background. Key components of the plan include:

- Teacher training – 100 percent of our teachers participated in professional development last year; 90 percent of language arts teachers received training in the curriculum they are using.
- Use of state-adopted and research-proven curriculum and instructional strategies.
- Dedicated blocks of uninterrupted time for reading, writing, math, social studies and science.
- Targeted instructional groupings (TIG), where students receive differentiated instructions tailored to their specific needs (for example, English Language Development for English Learners, Reading Intervention for students reading below grade level, and Enrichment for students who are working at or above grade level.)

Opportunities for Parent Involvement

Parents play an important role at Adelante School through active participation and involvement in the School Site Council and Unidos y Adelante. Parents are encouraged to volunteer at school events and in classrooms.

Unidos y Adelante, is a nonprofit group open to all Adelante families without charging membership dues. As members of Unidos y Adelante, parents have the opportunity to provide visible support for their children's language acquisition, help maintain and improve our school programs, expand their cultural horizons and network with other schools running similar two-way language programs. Specifically, Unidos organizes major fundraising, and social and community outreach events, including a fall gift-wrap sale, Take Home Reading Program, Kermess Latino Carnival, Family Camping Nights, Spring Fiesta, Walk-a-thon, School Book Fairs and the Ice cream Social for new families to Adelante. Adelante School also benefits from partnerships with local business and services, including the San Mateo Credit Union.

Contact Information

Parents who wish to participate in Adelante Spanish Immersion School's leadership teams, school committees, school activities, or become volunteers may contact Principal Linda Montes at (650) 482-5999.

Average Class Size and Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Class Size Distribution												
Average Class Size				Number of Classrooms								
				1-20			21-32			33+		
04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07	
K	20	20	20	3	3	3						
1st	20.3	19	20	2	3	3	1					
2nd	18.7	19.7	20	3	3	3						
3rd	18.3	16.7	20	3	3	3						
4th	22.5	25	23				2	2	2			
5th	24.5	20	25		2		2		2			
6th	22						2					
K-3			20			1						

Average Class Size and Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Class Size Distribution												
Average Class Size				Number of Classrooms								
				1-20			21-32			33+		
04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07	
English	17	18.5	24	1	13	6	0	0	0			3
Mathematics		18.2	21		4	3		1	1			1
Science		18	22		3	4						1
Social Science		18.2	25		5	3						2

School Safety Plan

Safety of students and staff is of primary concern of Adelante School. The School Site Safety Plan is evaluated and revised annually by members of the School Site Council. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include: comprehensive plans for disasters and routine emergencies, and the procedures for safe ingress and egress of students. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire and earthquake drills are held on a regular basis throughout the school year.

To ensure student safety, supervision is provided on campus at all times. Teachers and yard duty staff supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, and must receive prior authorization for classroom visits.

Suspensions and Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspension(s)	1.3	4.1	8.4	7	7.8	7.9
Expulsion(s)	0	0	0	0.3	0.2	0.1

School Facilities

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The facilities information is current as of August 24, 2007.

Adelante School was originally constructed in the 1950s, and is currently comprised of 23 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, a playground, and a play field.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior/exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, & ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior/exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside/outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Condition			
Exemplary	Good	Fair	Poor
[]	[X]	[]	[]

Teachers

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher Credentials				
	04-05	05-06	06-07	District
With Full Credential	23	17	27	467
Without Full Credential	5	9	0	49
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Misassignments/Vacancies			
	04-05	05-06	06-07
Misassignment of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	72.2 %	27.8 %
All Schools in District	92 %	8 %
High-Poverty Schools in District	90 %	10 %
Low-Poverty Schools in District	93.8 %	6.2 %

Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Curriculum and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2006-07 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin - K-6th Grades - Adopted in 2003	0%
	Prentice Hall - 7th - 8th Grades - Adopted in 2003	
Mathematics	Harcourt Brace - K-6th Grades - Adopted in 2002	0%
	Prentice Hall - 7th - 8th Grades - Adopted in 2002	
Science	Foss by Delta Education - K-5th Grades - Adopted 1999 and limited number of Harcourt Brace textbooks- K-5th Grades - Adopted in 2005	0%
	Holt, Rinehart & Winston - 6th-8th Grades - Adopted in 2002	
History-Social Science	Macmillan- K-5th Grades - Adopted in 2006	0%
	Teachers' Curriculum Institute - 6th-8th Grades - Adopted in 2006	
Foreign Language		
Health		

School Finances

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,599	\$3,734	\$5,866	\$60,648
District	---	---	\$5,488	\$59,902
Percent Difference – School Site and District	---	---	6.44%	1.23%
State	---	---	\$4,943	\$61,005
Percent Difference – School Site and State	---	---	15.73%	-0.59%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources. Programs funded include:

Federal Funding:

Title I: Basic Grants Low Income
 Title I: Migrant Education
 Title I: Even Start Migrant Education
 Title I: Part B (3) Even Start
 Title IV: Drug Free Schools
 Title II: Part A Teacher Quality
 Title II: Principal Training
 Title II: Part D Enhancing Education Through Technology
 Title II: Part B, CA Mathematics and Science Partnerships ("CaMSP")
 Title VI: Part A Innovative Education Strategies
 Title IV, Part B, 21st Century Community Learning Centers
 Title III: Immigrant Education Program
 Title III: Limited English Proficiency

State Funding:

English Language Acquisition Program ("ELAP")
 School Facilities Needs Assessment Grant - Williams Case
 Lottery: Instructional Materials
 School Safety & Violence Prevention
 Tobacco-Use Prevention Education("TUPE" 4-8)
 Economic Impact Aid ("EIA")
 Gifted & Talented Education ("GATE")
 Peer Assistance & Review Program ("PAR")
 AB825 Beginning Teacher Support And Assessment ("BTSA")
 AB825 Instructional Time and Staff Development Reform
 AB825 School Improvement Program ("SIP")
 Arts and Music Block Grant
 Supplies and Equipment Block Grant
 Targeted Instruction Improvement Block Grant ("TIIBG")
 School Site Discretionary Block Grant
 English Learner Supplemental Materials
 Instructional Materials, Library & Tech Grant
 Class Size Reduction: K-3
 Lottery: Unrestricted
 Instructional Materials Realignment
 Standardized Testing & Reporting (STAR)

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,008	\$39,984
Mid-Range Teacher Salary	\$59,682	\$63,798
Highest Teacher Salary	\$75,916	\$79,204
Average Principal Salary (Elementary)	\$103,507	\$99,820
Average Principal Salary (Middle)	\$103,507	\$102,340
Superintendent Salary	\$165,000	\$158,484
Percent of Budget for Teacher Salaries	41 %	43 %
Percent of Budget for Administrative Salaries	7 %	5 %

California Standards Test (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). *To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.*

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	37	47	41	38	42	43	40	42	43
Mathematics	47	57	56	46	48	49	38	40	40
Science	39	44	60	25	32	37	27	35	38
History-Social Science	14	31	49	32	30	30	32	33	33

CST 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. *To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.*

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	*	*		
Filipino				
Hispanic or Latino	33	51	52	43
Pacific Islander				
White (not Hispanic)	73	81	94	*
Male	34	56	58	46
Female	46	57	62	50
Economically Disadvantaged	30	45	41	32
English Learners	13	41	27	13
Students with Disabilities	11	19	*	*
Students Receiving Migrant Education Services	18	32	*	*

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics. *To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.*

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	41	42	50	38	38	40	41	42	42
Mathematics	55	52	69	52	52	54	52	53	53

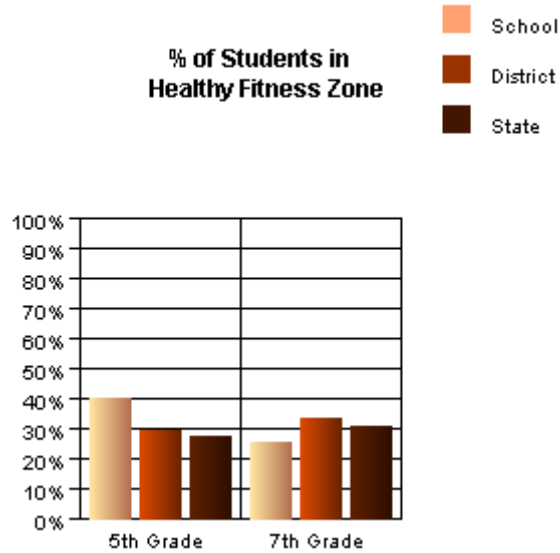
NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period. *To protect student privacy, scores are not shown (*) when the number of students tested is 10 or less.*

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	49	66
Pacific Islander		
White (not Hispanic)	58	84
Male	38	65
Female	59	72
Economically Disadvantaged	50	65
English Learners	22	44
Students with Disabilities	*	*
Students Receiving Migrant Education Services	*	*

California Physical Fitness Testing

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. *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.*



Academic Performance Index (API)

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. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

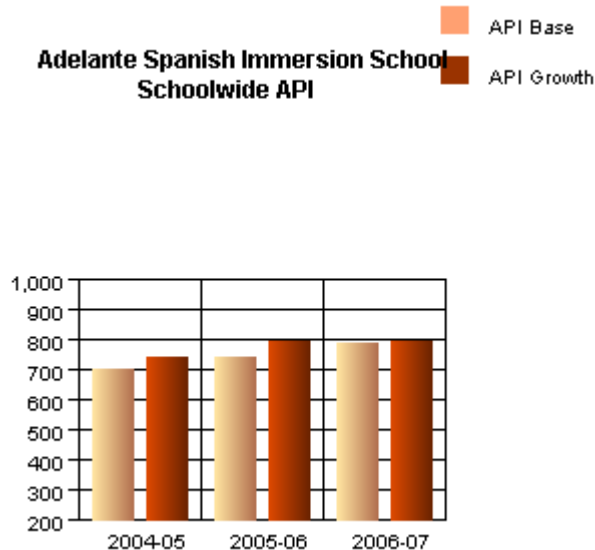
API Ranks – Three-Year Comparison

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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

	API Rank		
	2004-05	2005-06	2006-07
Statewide	4	5	7
Similar Schools	4	5	9

Schoolwide API Growth Scores – Three-Year Comparison

This chart displays the actual Schoolwide API Scores in points for the past three years. In school-year 2006-07, Adelante Spanish Immersion School's API Base Score was 788 and API Growth Score was 795, a change of 7 points; Schoolwide API Target was met: **Yes**.



API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	39	51	7	795
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	45	50	11	768
Pacific Islander				
White (not Hispanic)	27	33	-3	907
Socioeconomically Disadvantaged	52	56	12	752
English Learners	N/A	48	4	739
Students with Disabilities	N/A			

Federal Intervention Program

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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	10
Percent of Schools Currently in Program Improvement	N/A	58.8

Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- Each school and subgroup must perform to a proficiency level; 22.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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