

MISSION STATEMENT

The Adelante Spanish Immersion Magnet School is a partnership composed of teachers, parents, students, administrator, 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.

SCHOOL PROFILE

Adelante Spanish Immersion School is located in a secluded residential area in west Redwood City. It has been a school of choice for nine years. The two-way immersion program began as a single K/1 classroom in John Gill School in 1993. The following year, another class opened at Gill, along with two classes (funded by a Title VII grant) at what was then the Orion campus (Granger site). In 1996, the seven classes were consolidated and shared the Orion site. In 1997, the Orion program moved to the Allerton campus, and the Granger site was established as the Adelante Spanish Immersion School with eleven K-5 classes. Each year an additional grade level was added until the school reached eighth grade. We currently have 430 K-6th grade students, housed in 21 classrooms.

All of our students attend Adelante by parent/guardian choice. Currently, 161 (45%) of the students are designated as English Learners. Fifty percent of the students qualify for free and reduced lunch. Based on information collected in 2006, the average parent education level is 2.6, where a 1 represents "Not a high school graduate" and a 5 represents "graduate school."

In 1997, modernization of the Adelante site was completed. The Bond A projects (MUB, LMC, 10 new classrooms and the remodeled office) were completed in 2001. There are now 3 wings of either new or modernized classrooms, an attractive office space with rooms for resource teachers and support staff, a multi-use building, and a library/media center that houses 10,000 books and 32 computers. It is an exceptionally lovely campus, well maintained by students and staff, and a source of pride to the community.

The two-way immersion instructional program is unique in the Redwood

City district. Adelante's program brings together both Spanish speaking and English speaking students in a carefully planned educational program in which they learn and achieve in two languages. Children from both language groups work and study together throughout the school day. In an increasingly diverse and multicultural world, our school's program offers English speaking children one of the best opportunities to acquire a necessary second language to a high degree of proficiency. Spanish speaking students have the opportunity to achieve at a high level of proficiency in English, as well as to maintain and fully develop their native language. Both groups of students develop academic language proficiency in both English and Spanish. We are immensely proud of the bilingual abilities of our graduating students. We know they graduate from our school prepared to thrive in and contribute to today's global society.

In addition to a dedicated staff, we are constantly amazed at the dedication of our students' families to our school and its program. Adelante staff and students benefit greatly from the level of parent involvement. English and Spanish speaking parents arrive at our campus daily to work in the classrooms, to work as substitute teachers, to organize the primary grade take-home reading program, to control the traffic, to teach Art in Action, to collect recycling materials, to organize fundraisers, to drive on fieldtrips, to garden – just to name a few of the ways we are supported. We know that we are a true community in the sense that we work together in respectful, collaborative ways to enhance the learning experiences of the children.

PRACTICES/PROGRAMS TO DEVELOP POSITIVE CHARACTER TRAITS

Expectations of positive character traits

Through both our curriculum and instructional practices, we promote Adelante students' self-esteem with positive reinforcement and strive to build good character so that each student demonstrates respect for themselves and others. Students at Adelante are learning two languages with ease, but staff has recognized that the bridging of cultures and ethnic and racial differences requires more intentionality on our part as instructors. Teachers are implementing Conflict Resolution through the Talk-It-Out curriculum in the K-6th grades. In addition, students participate in the Sports-4-Kids program that emphasizes the skills to develop positive character traits.

OTHER ELEMENTS OF THE SCHOOL'S PROGRAM

Adelante follows the 90:10 program model that is commonly found in two-way immersion programs in California. Ninety percent of the academic instruction in kindergarten is in Spanish, with 10 percent in English. The amount of English increases each year until 4th grade, where 50% of the instruction is in English, and 50% in Spanish.

Current brain research by Laura Ann Petitto and Kevin Dunbar from Dartmouth College in 2004 validates our belief that young children are able to easily manage and keep separate two language systems simultaneously. We see oral language learning emerge spontaneously through teacher-student conversations, structured class activities and playground talk. The *Petito* research also clearly shows that children can learn to **read** and **write** in two languages simultaneously. As a result, we are adding a structured literacy component in English, beginning at kindergarten, for children who demonstrate reading readiness in English. This instruction is differentiated based on the students' proficiency in English.

What all students should know and be able to do

English:

- All students who have been enrolled in Adelante for 5 or more years will be at grade level in English language arts, as measured by a score of proficient or above on the English language arts exam of the CST.
- All EL students will make at least one level of growth in English listening, speaking, reading and writing each year, as measured by the CELDT. They will meet the district established goals for reclassification after 5 consecutive years in the Spanish immersion program.

Spanish:

- All students who have been enrolled in Adelante for 5 or more years will be at grade level in Spanish language arts, as measured by a score of proficient (to be determined) on the state Spanish exam and by a school administered writing assessment.
- All Spanish Learning (SL) students will make at least one level of growth in Spanish listening, speaking, reading and writing each year, as measured by the Spanish IPT. SL students will reach a fluent level of Spanish after 5 consecutive years in the Spanish immersion program.

Math:

- All students will meet grade level standards in math in Spanish by 2nd grade, as measured by a score of proficient (to be determined) on the state Spanish exam. All students, continuously enrolled in Adelante School,

will meet grade level standards in math in English by 3rd grade, as measured by a score of proficient or above in math on the California Standards Test.

Social Studies and Science:

- All students will meet content level standards for social studies and science at each grade level. Text covering social studies and science topics will be used during language arts periods in order to extend the opportunities for grade level content to be taught.

Collaboration among all segments of the school community

The celebration of our multicultural community is at the heart of our school. The following chart shows the demographic data of our 472 students currently attending Adelante:

	% of student population
English Learners	37%
Qualified for subsidized meals	50%
Hispanic/Latino	76%
White	21%
African-American	1.6%
Asian	.7%
Filipino	.5%
Pacific Islander	.2%