Albany Park Elementary School
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	Albany Park Elementary School
Street	235 West 20th Avenue
City, State, Zip	Delano, CA 93215-1352
Phone Number	(661) 721-5020
Principal	Karina Oropeza-Gonzalez
Email Address	koropeza@duesd.org
School Website	https://www.duesd.org/Domain/8
County-District-School (CDS) Code	15 63404 6009344

2021-22 District Contact Information

District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
District Website Address	www.duesd.org

2021-22 School Overview

The Albany Park School Professional Learning Community prides itself in the high achievement of our students and a commitment to excellence. At Albany Park, our focus is not only on academics, but also on building better humans who are healthy, happy, well-behaved and responsible. Albany Park School is one of eight elementary schools in the Delano Union School District and is situated in the Northwest section of Delano. The school is surrounded by single family dwellings and a city park. Albany Park is home to approximately 304 students Kindergarten through fifth grades, has 15 classroom teachers, one mild/moderate teacher, one K-2nd SDC teacher, and one site resource teacher. Albany Park also has the services of a part time school psychologist, speech therapist, band teacher, school nurse, social worker, PE teacher, and a full time Vice Principal.

Albany Park has worked diligently to close the achievement gap of our English Learner (EL) students which represents 142 students (47%) of our total student population. We have (0%) foster youth and 9 students (3%) in special education (resource specialist program), and 9 students (3%) in the K-2nd SDC class. 13 (4%) students are in Speech only. In addition, we have 19 students in the GATE program (6%) and 13 students (4%) in the Migrant Education program.The school plan goals are as follows: Goal #1 By the end of the 2021-2022 school year, 80% of our Albany Park pupils will read at grade level, as measured by the Analytical Reading Inventory (50% in Kindergarten). Goal #2 Our goal for the 2021-2022 school year is to have a 5% increase (from previous ELPAC test scores) of English Language Learners achieve level 4: Well Developed on ELPAC, and a 5% increase (from previous ELPAC test scores) of English Language Learners achieve Level 3: Moderately Developed on ELPAC. Goal #3 During the 2021-2022 school year, 70% of our students will be at grade level in mathematics according to the Star Math assessments (GE) grade equivalency. Goal #4 Albany Park will support parent participation and learning opportunities for students and parents by providing two parent presentations via zoom by school psychologist/school counselor regarding Social Emotional learning. We will also have two technology PDs for parents by Mr. Lara, Albany Park Vice principal and former technology coach. We want to improve parent participation by at least 20%. Goal #5 By the end of the year, students in grades K-2nd will write a complete simple or compound sentence with correct grammar, capitalization, punctuation, and descriptive language. Students in grades 3rd through 5th will write a complete paragraph with a topic sentence, detailed sentences, correct grammar, capitalization, punctuation, and descriptive language.

At Albany Park, we as an entire school staff are dedicated to meeting the needs of every "Panther". We are focused on learning, embody a collaborative culture and are focused on results. Teacher Teams work together to design standards based, grade level appropriate lessons that are grounded in research based best practices, techniques and strategies. Learning

2021-22 School Overview

targets are delineated; lessons are taught to mastery and assessed regularly both formally and informally. If students struggle to master essential learning targets, a Pyramid Response to Intervention is employed. SAT meetings are held twice a month. The SAT team consists of parents/guardian, administrator, school psychologist or social worker, Site Resource teacher, and gen ed classroom teacher.

The Albany Park School Mission Statement is "Our students will acquire a strong foundation for their future college and career endeavors."

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	67
Grade 2	59
Grade 3	45
Grade 4	63
Grade 5	58
Total Enrollment	344

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
Asian	0.3
Black or African American	0.3
Filipino	11.6
Hispanic or Latino	84.9
Two or More Races	1.2
White	1.2
English Learners	47.1
Homeless	0.6
Socioeconomically Disadvantaged	82.3
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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	
Total Teaching Positions	17

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.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

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

Each Albany Park Panther has access to all core curricular materials adopted by the Delano Union School District. Students are checked out materials at the beginning of each school year. Additional supplemental materials are distributed whenever necessary by the classroom teacher. Each book is inspected annually for quality. Books which are deemed poor quality (abused, damaged) are replaced with new books. Every textbook is from the most recent list of Common Core materials adopted by the State Board of Education.

As part of the Williams Legislation, Albany Park School must maintain sufficient textbooks and make them available to all students. Each year, the County Office of Education visits our school district to check for sufficiency of textbooks. Every Albany Park student has textbooks to use in the classroom and at home. The most recent Wiliams Settlement Visit took place on August of 2009.

Year and month in which the data were collected	June/July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Co., Benchmark Advance/Adopted 2016	Yes	0
Mathematics	McGraw-Hill, My Math /Adopted 2014	Yes	0
Science	Stem Taught/Next Generation Science with Stem Taught/Adopted 2020	Yes	0
History-Social Science	My World Interactive, California History-Social Science, Pearson/Adopted 2019	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Albany Park School has put into place an effective supervision plan for students before, during, and after school. Three student supervision aides are on duty daily beginning at 7:00 a.m. to assist with student supervision prior to the start of the school day. The principal/vice principal arrives on campus each day at 7:30 a.m. to ensure that they are on campus when students arrive. Albany Park is unique in the fact that there are only two entry points into and out of the school, and only one road leads into and out of the school campus. Therefore, each morning at 7:45 a.m., the principal/vice principal places herself in front of the school to welcome students and parents, and keep an eye out for those who may not belong on the campus. During this time, the three supervision aides, along with the vice-principal patrol the school grounds and quad area supervising students. Throughout the school day, both the principal and vice principal, along with classroom teachers and instructional aides, provide supervision over students during their morning recess. During student lunch periods, both the principal and vice-principal supervise students in the cafeteria and on the school playground. There are also five supervision aides during this time to ensure student safety. At the end of each school day, staff, along with the principal and vice-principal, are positioned on and around campus to ensure students travel home in a safe manner. Either the principal or vice-principal walk with students along the perimeter of campus to the east and through the park. Again, this is done to ensure students arrive home safely each day after school. Crossing guards are stationed at the two crosswalks adjacent to the front of the school at dismissal, and the flow of traffic guided by administration before school and after school. The office is directly adjacent to the only entrance to the school and the office staff pays close attention to everyone who enters the school grounds. Cameras have been placed in main areas of the school and preschools, and viewed through View Lite II app - 3X Logic. All school gates are kept locked during school hours. All visitors coming to Albany Park must enter the office to sign in to the Raptor system and be given a visitor's badge.

This school has a total of 31 classrooms (seven permanent and 24 portable), a multi-purpose building, a library/resource building, and an administration building. The main campus was built in 1966. Portable buildings were constructed in 1985, 1986, 1989, 1992, 1997, 2001, and 2002. The District replaced three portable buildings in 1999. A multi-purpose building was constructed in 2002. A 5,240 square foot modular childcare building was added in 2005. The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling and disposing of litter. A work order process called School Dude is used to ensure efficient service and that emergency repairs are given the highest priority. The interior of each classroom was painted during summer of 2017. The Maintenance, Operations, and Transportation Department works daily with the custodial staff to develop cleaning schedules to ensure clean and safe schools. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	8/17/2021

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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	167	NT	NT	NT	NT
Female	85	NT	NT	NT	NT
Male	82	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	22	NT	NT	NT	NT
Hispanic or Latino	142	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	80	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	110	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	12	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	167	NT	NT	NT	NT
Female	85	NT	NT	NT	NT
Male	82	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	22	NT	NT	NT	NT
Hispanic or Latino	142	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	80	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	110	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	12	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.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	167	165	98.8	.2	28
Female	85	83	97.6	2.4	39
Male	82	82	100	0	18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
Black or African American	0	0	0	0	0
Filipino	22	22	100	0	36
Hispanic or Latino	142	140	98.5	1.5	26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	50
White	1	1	100	0	100
English Learners	79	78	98.7	1.3	13
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	124	99.2	.8	25
Students Receiving Migrant Education Services	13	13	100	0	0
Students with Disabilities	10	10	100	0	0

Star Student Groups	Star Total Enrollment	Star Number Tested	Star Percent Tested	Star Percent Not Tested	Star Percent At or Above Grade Level
All Students	167	166	99.4	.6	33
Female	85	84	98.8	.2	44
Male	82	82	100	0	21
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	22	22	100	0	32
Hispanic or Latino	142	141	99.2	.8	32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	50
White	1	1	100	0	100
English Learners	79	79	100	0	17
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	125	100	0	15
Students Receiving Migrant Education Services	13	13	100	0	32
Students with Disabilities	10	10	100	0	0

*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.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	167	166	99.4	.6	23
Female	85	84	98.8	.2	24
Male	82	82	100	0	22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	22	22	100	0	18
Hispanic or Latino	142	141	99.2	.8	23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	50
White	1	1	100	0	100
English Learners	79	79	100	0	13
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	125	100	0	20
Students Receiving Migrant Education Services	13	13	100	0	0
Students with Disabilities	10	10	100	0	10

Star Student Groups	Star Total Enrollment	Star Number Tested	Star Percent Tested	Star Percent Not Tested	Star Percent At or Above Grade Level
All Students	167	166	99.4	.6	35
Female	85	84	98.8	.2	42
Male	82	82	100	0	28
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	22	22	100	0	45
Hispanic or Latino	142	141	99.2	.8	33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	50
White	1	1	100	0	100
English Learners	79	79	100	0	22
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

	125	125	100	0	29
Socioeconomically Disadvantaged	125	125	100	0	29
Students Receiving Migrant Education Services	13	13	100	0	15
Students with Disabilities	10	10	100	0	20

*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	58	NT	NT	NT	NT
Female	29	NT	NT	NT	NT
Male	29	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	50	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	23	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	39	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

Parent involvement is an area of strength for Albany Park School. Home-school communication is facilitated through School Dojo as well as Blackboard Connect which is our computerized parent information system. Panther Parents have multiple opportunities to be part of organized school activities and these opportunities are promoted and highlighted via monthly calendars, our school website, our school FaceBook page,our digital marquee, and Blackboard connect phone messages. Over the course of the school year, School Site Council and ELAC meetings are held, which includes our annual School-wide Title I meeting. This meeting notifies parents of several topics and issues relating to our School-wide Title I status. Parent Ed meetings cover the following topics: Positive Behavior strategies, Literacy at home, Technology (AR, MyOn, Google classroom), ELPAC and English Language Learners, and Internet and School Safety. Parents also partner with us to promote learning by participating in IEP meetings, SAT Intervention Meetings, Parent-Teacher Conferences, and Back to School Night. Due to Covid 19 precautions all parent involvement meetings have been held through zoom. IEP meetings and SAT meetings are now being held in person. Student awards recognition videos have been created and shared with parents through AP Facebook page and School Dojo. To learn more about specific opportunities for getting involved, please contact School Principal Karina O. Gonzalez at 661-721- 5020, 235 West 20th Avenue, Delano CA.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	352	349	29	8.3
Female	180	179	9	5.0
Male	172	170	20	11.8
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	1	1	1	100.0
Filipino	40	40	0	0.0
Hispanic or Latino	299	296	28	9.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	4	4	0	0.0
English Learners	167	166	12	7.2
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	293	291	26	8.9
Students Receiving Migrant Education Services	20	20	2	10.0
Students with Disabilities	30	30	5	16.7

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	0.84	0.00	2.90	0.00	3.47	0.20
Expulsions	0.00	0.00	0.11	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	1.35	1.09	2.45
Expulsions	0.00	0.03	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

Pursuant to Education Code Section 32286, the school safety plan was reviewed, updated and approved by Albany Park staff and the school community. The plan includes assessments of the overall school climate, provides aerial photos of the school grounds, identifies main shut-off locations for water, power, and gas, as well as emergency response information and a crisis response team responsibility list in the event of a true disaster or emergency. The plan also addressed procedures for complying with school safety laws in the following areas: child abuse reporting, disaster response, suspension and expulsion, notifying teachers of dangerous pupils, sexual harassment, dress code, safe ingress and egress, ensuring a safe and orderly environment, discipline, compliance with Safe and Drug Free Schools and Communities (SDFSC) principles, and hate crime policies and procedures. The safety team creates school goals to focus on for the upcoming year. The goal for the upcoming school year is to create and maintain an environment conducive to learning for all students along with maintaining a Bully Free (Virtual) Zone. Monthly fire drills are held (upon reopening of schools) to ensure that students and staff are well-trained as to the procedures and that alarms and bells are working properly. Emergency Preparedness Week (Safety Week) is held at the beginning of each school year which provides practice of the following emergency responses: Fire drill, Duck and Cover (Earthquake drill), Lock Down, Hit the Deck, and Reverse Evacuation. The vice principal and other staff members (school nurse, school psychologist, PE teacher, and principal) meet for bi-weekly Health and Wellness Committee meetings. Our school wide umbrella expectations are Be Safe, Be Responsible, and Be Respectful. Discipline assemblies to review district, school, and classroom expectations are held at the beginning of each semester (currently through zoom) Suspension and Expulsion policies are reviewed during the discipline assemblies. Anti-Bullying assembly is held by SRO officers once a year. This year we will have the Anti-bullying assembly through zoom. The District Conduct Policy is reviewed with all parents during Back to School Night. Teachers have been implementing Social Emotional Learning through Second Step lessons. Students are referred to the school psychologist and/or social worker based on need. Students are also referred to Child Guidance based on need and parent input. Since reopening of the schools, a limited number of desks are in each classroom (6ft away for social distancing guidelines). All students have plexiglass around their desks. Disinfection of areas is done regularly and daily. School has markers on floors (6ft social distancing signs) around the main entrances and around the school. All students and staff wear masks indoors. Students stay with their class cohorts all day, during class and recesses. The school safety plan was last reviewed, updated, and approved by the school community on February 21, 2021.

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	26		2	
1	24		2	
2	23		3	
3	18	3		
4	26		2	
5	30		2	
6				

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	25		2	
1	25		2	
2	24		2	
3	21	1	2	
4	29		2	
5	25		2	
6				
Other	25		1	

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	26		2	
1	22		3	
2	20	2	1	
3	23		2	
4	32		2	
5	29		2	
6				

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	

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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
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	8,776.09	1,218.96	7,557.13	80,936.39
District	N/A	N/A	7,744.50	$81,397
Percent Difference - School Site and District	N/A	N/A	-2.4	-0.6
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-11.1	-5.9

2020-21 Types of Services Funded

Albany Park School offers several supplemental services in order to better meet the needs of all students. Teachers teach both integrated and designated ELD (English Language Development) throughout their instructional day. The language block is a dedicated period of language instruction based on the students' ELPAC (English Language Proficiency Assessments for California) scores, which assess a students' language levels. The Power Program was held on site during the first two trimesters of the 19-20 school year with a focus on intervention, physical education, and the arts (dancing, drama, arts and craft). During distance learning (3rd trimester of the 19-20 school year, the Power Program is offering individual tutoring to support students struggling with distance learning. The program runs each day school is in session (177/180 days) through zoom from 2:15 to 6:00 PM in the evening. During the tutoring sessions, Power instructors are working with students on their assignments, reading on EPIC, taking AR quizzes, and instruction of sight words as needed. Students are assessed with ARI and ELB in the gen ed classrooms. Our gen ed teachers provide small group reading instruction to support the reading needs of the students. Additional supplemental services are provided by the Migrant Program. Migrant students receive free books through the Migrant RIF Program and can attend Summer Academy. These programs are paid for through Migrant funds. Supplemental services are also provided to our gifted (GATE) students, through the GATE academy, where a classroom teacher works with students on their GATE projects. After school intervention was held during two trimesters of the 19-20 school year. Due to school closures in the spring of 2020, after school intervention was not held during the third trimester.

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	$52,885	$52,060
Mid-Range Teacher Salary	$77,679	$84,043
Highest Teacher Salary	$103,965	$107,043
Average Principal Salary (Elementary)	$120,921	$133,582
Average Principal Salary (Middle)	$125,759	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$216,165	$240,628
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.
During the past three years the following was dedicated to staff development:

2018-19 15 days
2019-20 15 days
2020-21 10 days
2021-2022 Currently 5 PDs this school year (2 Science trainings, 3 technology trainings MyON, Star reading products, IXL)

Our area of focus for professional development for the 2021-2022 school year is Science and Writing. Teachers have attended two professional development workshops for the implementation of the STEM taught curriculum. Writing will also be an area of focus. We have a added a new writing goal to our school plan: Goal #5 By the end of the year, students in grades K-2nd will write a complete simple or compound sentence with correct grammar, capitalization, punctuation, and descriptive language. Students in grades 3rd through 5th will write a complete paragraph with a topic sentence, detailed sentences, correct grammar, capitalization, punctuation, and descriptive language. Grade level chairs in grades 3rd, 4th, and 5th grades will be attending a workshop on Friday, December 10th, through zoom, on Writing Tasks for SBAC.

Our area of focus for professional development for the 2020-2021 school year was Technology." Teachers received professional development by district staff on the following 3 main platforms used during distance learning: Zoom, Screencastify, and Google classroom. During distance learning, teachers received ongoing guidance on zoom expectations, documenting behavior infractions through AERIES, engaging students through zoom, and improving instructional practices through this new way of teaching online. Teachers will also had the opportunity to receive training on the following topics in January and February of 2021: ELPAC Refresher, Math Routines, and Thinking Maps: Frame of Reference through distance learning.

Our area of focus for professional development for the 2019-2020 school year are the Next Generations Science Standards. During the spring of 2020, 5th grade students will be taking the CAST California Science Test along with the Mathematics and English Language Arts Smarter Balanced Assessment. Workshops are offered by Tulare County Office of Education in Fall of 2019 and Spring of 2020. One new 5th grade teacher attended the following: July 29, 2019 What is Matter Made of? October 9, 2019 From Matter to Organisms, January 23, 2020 Interacting Earth's System, March 2nd, 2020 Patterns in the Night Sky. One new 4th grade teacher attended: August 27, 2019 Energy and Waves, November 6, 2019 Sculpting Landscapes, January 27, 2020 Animal Senses. 3rd grade team attended: August 28, 2019 Playground Forces. 2nd grade team attended: August 29, 2019 Landscape Shapes, Materials, and Changes, November 7, 2019 Matter, March 17, 2020 Ecosystem Diversity. 1st grade team attended: September 17, 2019 Plants and Animals, November 15, 2019 Shadows and Light, February 12, 2020 Patterns in the Sky. Kinder team attended: September 4, 2019 Plants and Animals, November 4, 2019 Weather, March 11, 2020 Pushes and Pulls. In addition, our focus for the 19-20 school year is the Implementation of Thinking Maps. All teachers at Albany Park have been trained in Thinking Maps and are implementing maps in the classroom across all subjects. Due to school closures, (COVID-19) teachers were not able to attend trainings in March.

During the 18-19 school year, teachers in grades 3, 4, and 5 attended "Putting it all together for Science." These workshops were provided by Tulare County Office of Education. 3rd grade included: How Organisms Survive and Weather Impacts. 4th grade included: Energy and Waves, Sculpting Landscapes, and Animal Senses. 5th grade included From Matter to Organisms, Interacting Earth's Systems, and Patterns in the Night Sky. In regards to Mathematics, we continued to focus on Math Professional development. 2nd grade attended an Addition and Subtraction Fact Fluency workshop on September 11, 2018. Our Math scores improved from spring 2018 27.53% proficient/advanced to 36.67% proficient/advanced in spring of 2019. Our Math scores improved from spring 2017 16.75% proficient/advanced to 27.53% proficient/advanced in spring of 2018.

Ongoing goal was to develop a plan for positive behavior expectations on campus. Teachers are supported during implementation of MTSS (previously called PBIS) by coaching from the administrative team, along with the site resource teacher. Ongoing review of strategies for discipline and positive reinforcement also takes place throughout the school year during grade level meetings, professional development follow up trainings, and during principal/teacher discussions regarding behavior. Discipline Data is reviewed with staff as well as with parents by Principal/Vice-Principal. During distance learning, teachers are constantly reviewing zoom expectations for their students. The same MTSS strategies are implemented during distance learning (verbal praise, check in check out, communication with parents, prizes and recognitions, awards for students, and extra support from school psychologist if needed).

Professional Development

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	15	10	5

Delano 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	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
District Website Address	www.duesd.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	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	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	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT		NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	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.
*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.
*At or above the grade-level standard in the context of the local assessment administered.