

Albany Park Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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).

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.

About This School

School Contact Information (School Year 2019-20)

| Entity | 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 |
| Email Address | koropeza@duesd.org |
| Website | www.duesd.org/schools/albanyparkes/ |
| County-District-School (CDS) Code | 15 63404 6009344 |

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

School Description and Mission Statement (School Year 2019-20)

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 340 students Kindergarten through fifth grade, has 14 classroom teachers, one mild/moderate teacher, and one site resource teacher. Albany Park also has the services of a part time school psychologist, speech therapist, band teacher, school nurse, 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 177 students (52%) of our total student population. We have 4 Foster youth student (less than 1%) and 19 students (6%) in special education (resource specialist program). Seven (2%) students are in Speech only. In addition, we have 24 students in the GATE program (7%) and 24 students in the Migrant Education program (7%). The school academic goals are as follows: Goal #1 By the end of the 2019-2020 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 2019-2020 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 2019-2020 school year, 80% of our K-2nd grade pupils will score 70% or better on each of the 3 district benchmarks. By the end of the 2019-2020 school year, our overall percentage of students who meet or exceed Math Standards on the SBAC - CAASPP assessment will increase by at least 5% as compared to the 2018-2019 SBAC scores.

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 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.

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

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 51 |
| Grade 1 | 48 |
| Grade 2 | 69 |
| Grade 3 | 55 |
| Grade 4 | 52 |
| Grade 5 | 60 |
| Total Enrollment | 335 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Asian | 0.3 |
| Filipino | 11.3 |
| Hispanic or Latino | 86.3 |
| White | 1.2 |
| Two or More Races | 0.9 |
| Socioeconomically Disadvantaged | 80.9 |
| English Learners | 56.4 |
| Students with Disabilities | 8.7 |
| Foster Youth | 0.3 |
| Homeless | |

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

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 16 | 15 | 15 | 308 |
| Without Full Credential | 2 | 2 | 1 | 15 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 2 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

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 Williams Settlement Visit took place on August of 2009.

| 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 | Pearson Scott Foresman, Grades K-6 California Science/Adopted 2008 | Yes | 0 |
| History-Social Science | My World Interactive, California History-Social Science, Pearson/Adopted 2019 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/31/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 38 | 40 | 39 | 43 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 28 | 37 | 26 | 33 | 38 | 39 |

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 176 | 168 | 95.45 | 4.55 | 39.88 |
| Male | 86 | 81 | 94.19 | 5.81 | 37.04 |
| Female | 90 | 87 | 96.67 | 3.33 | 42.53 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | 18 | 17 | 94.44 | 5.56 | 17.65 |
| Hispanic or Latino | 155 | 150 | 96.77 | 3.23 | 42.67 |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Socioeconomically Disadvantaged | 138 | 133 | 96.38 | 3.62 | 40.60 |
| English Learners | 117 | 111 | 94.87 | 5.13 | 39.64 |
| Students with Disabilities | 29 | 28 | 96.55 | 3.45 | 0.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 176 | 171 | 97.16 | 2.84 | 36.84 |
| Male | 86 | 83 | 96.51 | 3.49 | 40.96 |
| Female | 90 | 88 | 97.78 | 2.22 | 32.95 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | 18 | 18 | 100.00 | 0.00 | 33.33 |
| Hispanic or Latino | 155 | 152 | 98.06 | 1.94 | 37.50 |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 138 | 135 | 97.83 | 2.17 | 35.56 |
| English Learners | 117 | 114 | 97.44 | 2.56 | 34.21 |
| Students with Disabilities | 29 | 28 | 96.55 | 3.45 | 3.57 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| 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 |
|-------------|--|--|---|
| 5 | 6.8 | 27.1 | 13.6 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is an area of strength for Albany Park School. Home-school communication is facilitated through student planners 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 Face Book 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. Albany Park School also maintains an open door policy with all parents. Parents are always invited to visit our school to observe their child's classroom, volunteer as a support to our classroom teachers, and assist our school in many of our out of classroom activities during the school year. Parents are also involved through our Panther Awards Assemblies each trimester, lunch with your child function, field trip chaperoning, Kindergarten Orientation, Paint Nights, Valentine's Dance, and Book Fair. In addition, we hold Coffee with the Principal meetings five times a year. Coffee with the Principal covers the following topics: Positive Behavior strategies, Literacy at home, ELPAC and English Language Learners, 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. 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.

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

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 1.1 | 1.7 | 0.8 | 2.4 | 2.5 | 2.9 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

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 Zone. Monthly fire drills are held 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 (classified, noon duty aides, and teachers) meet for monthly MTSS 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 trimester. Suspension and Expulsion policies are reviewed during the discipline assemblies. Anti-Bullying assembly is held by SRO officers once a year. The District Conduct Policy is reviewed with all parents during Back to School Night. The school safety plan was last reviewed, updated, and approved by the school community on February 13, 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|-----------------------|------------------------|----------------------|--------------------|-----------------------|------------------------|----------------------|--------------------|-----------------------|------------------------|----------------------|
| | Average Class Size | # of Classes* 1-20 | # of Classes* 21-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-20 | # of Classes* 21-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-20 | # of Classes* 21-32 | # of Classes* 33+ |
| K | 20 | 1 | 3 | | 26 | | 2 | | 26 | | 2 | |
| 1 | 23 | | 3 | | 23 | | 3 | | 24 | | 2 | |
| 2 | 19 | 3 | | | 24 | | 2 | | 23 | | 3 | |
| 3 | 22 | | 3 | | 24 | | 3 | | 18 | 3 | | |
| 4 | 22 | | 3 | | 30 | | 2 | | 26 | | 2 | |
| 5 | 27 | | 3 | | 32 | | 2 | | 30 | | 2 | |
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | |
| Speech/Language/Hearing Specialist | 1.5 |
| Resource Specialist (non-teaching) | 2.0 |
| Other | 1.0 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,368.15 | 1,274.47 | 7,093.67 | 82,671.06 |
| District | N/A | N/A | 7,107.69 | 78,095.87 |
| Percent Difference - School Site and District | N/A | N/A | -0.2 | 5.7 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |
| Percent Difference - School Site and State | N/A | N/A | -51.3 | 0.3 |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 offers an additional four hours of schooling per day for eighty 2nd, 3rd, 4th and 5th graders. The program runs each day school is in session (177/180 days) and offers the following periods: Intervention, Recreation/PE, Nutrition, and Enrichment (Dance club, Drama Club, Choir Club, and Arts and Crafts Club). During the intervention period, teachers and aides work with students in small groups for guided reading. Students are assessed through ARI and ELB. Power program teachers and aides are working on improving the decoding skills (fluency) of the students as well as the comprehension skills 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 them after school, once a week in developing their GATE project. After school intervention for reading and mathematics was being held twice a week through Title I funds. Panther Academy was held on seven Saturdays from 8 to 11 AM (Spring 2019) with Title I funds.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$50,309 | \$45,741 |
| Mid-Range Teacher Salary | \$73,895 | \$81,840 |
| Highest Teacher Salary | \$99,044 | \$102,065 |
| Average Principal Salary (Elementary) | \$115,388 | \$129,221 |
| Average Principal Salary (Middle) | \$120,004 | \$132,874 |
| Average Principal Salary (High) | \$0 | \$128,660 |
| Superintendent Salary | \$206,758 | \$224,581 |
| Percent of Budget for Teacher Salaries | 33% | 36% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 15 | 15 | 5 |

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:

2017-2018 15 days
 2018-2019 15 days
 2019-2020 5 days as of Dec. 2019

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.

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.

Our area of focus for the 2017-2018 school year was Mathematics. Our Spring 2017 Math SBAC scores, showed that 16.75% of our students were a level 3 (met) or 4 (exceeded). We had a Saturday workshop on Saturday, August 26, 2017, presented by Tracey Dunn, which focused on Word problems for grades 2nd through 5th . We also had a workshop on Saturday, October 21, 2017 by Tracey Dunn titled "Number Talks Fractions" for grades 3, 4, and 5. Teachers attending "Putting it All Together" workshops during 2017-2018 school year were Kinder, 1st grade, and new teachers, or teachers who changed grade levels. In addition, students took ELPAC for the first time in the spring of 2018. Teachers received professional development for ELPAC task types by District ELD coach Melissa Reyna. Teachers were also given the opportunity to plan for ELD by providing a substitute for each grade level for an ELD model/planning day.

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.