Albany Park Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Janice Vargas
Email Address	Jvargas@duesd.org
School Website	https://www.duesd.org/Domain/8
Grade Span	K-5
County-District-School (CDS) Code	15 63404 6009344

2024-25 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	www.duesd.org

2024-25 School Description and Mission Statement

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 312 students Tk Kindergarten through fifth grades, has 14 classroom teachers, one mild/moderate teacher, one 2nd-4th grade SDC teacher, one PE teacher, one reading intervention teacher, and one site resource teacher. Albany Park also has the services of a part time school psychologist, speech therapist, band

2024-25 School Description and Mission Statement

teacher, school nurse, social worker, and a full time Vice Principal.

Albany Park has worked diligently to close the achievement gap of our English Learner (EL) students which represents 124 students (38%) of our total student population. We have 1 foster youth and 10 students (3.1%) in special education (resource specialist program), and 12 students (0.04%) in the 2nd through 4th grade SDC class. 10 (0.03) students are receiving speech services in grades Kinder through 5th. In addition, we have 16 students in the GATE program (.05%) and 16 students (.05%) in the Migrant Education program. The school plan goals are as follows:

Goal #1 ELA
By the end of the 2024-2025 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 ELD
By the end of the 2024-2025 school year, 50% of our ELL students will move up one level from the previous ELPAC score (4, 3, 2, 1). In addition, 10% of our ELL students will be redesignated.

Goal #3 Math
During the 2024-2025 school year, 70% of our students will be at grade level in mathematics according to the Star Math assessment (GE) grade equivalency.
By the end of the 2024-2025 school year, students in grades 3-5th grades will show a 10% growth in proficiency/advanced on the Math SBAC test compared to the previous year scores (23-24).

Goal #4 Parent Engagement
Albany Park will support parent participation and learning opportunities for students and parents by providing two Parent Education Nights (one Math Literacy Night and one Reading Night). Parent attendance will increase by 10% over 2042-2025attendance.

Goal #5 Writing
70% of students in grades K-2nd will write a complete simple or compound sentence with correct grammar, capitalization, punctuation, and descriptive language.
70% of students in grades 3rd-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 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	43
Grade 2	54
Grade 3	61
Grade 4	53
Grade 5	54
Total Enrollment	312

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
Non-Binary	0
American Indian or Alaska Native	16
Asian	1.6
Black or African American	.95
Filipino	12.7
Hispanic or Latino	84.3
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	1
English Learners	38.9
Foster Youth	0.3
Homeless	1
Migrant	7.2
Socioeconomically Disadvantaged	92.2
Students with Disabilities	10.1

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	71.43	235.40	82.31	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	21.43	8.00	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	7.14	21.30	7.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.28	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	17.50	6.15	18854.30	6.86
Total Teaching Positions	14.00	100.00	286.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	93.75	254.00	78.24	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	6.25	11.10	3.44	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	22.60	6.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.60	2.05	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	30.10	9.29	15831.90	5.67
Total Teaching Positions	16.00	100.00	324.70	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	93.75	258.90	83.18	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.90	2.89	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.25	24.50	7.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	18.70	6.03	14303.80	5.15
Total Teaching Positions	16.00	100.00	311.20	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	28.50	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 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 Williams Settlement Visit took place on August 2024

Year and month in which the data were collected	August 2024

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

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

School Facility Conditions and Planned Improvements

Albany Park School has put into place an effective supervision plan for students before, during, and after school. 6 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 7:30 a.m., the principal/vice principal place themselves 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

School Facility Conditions and Planned Improvements

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. Our school was remodeled during the 2022-2023 school year.

Year and month of the most recent FIT report	8/2024

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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	34	29	42	47	46	47
Mathematics (grades 3-8 and 11)	27	27	30	33	34	35

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	158	156	98.73	1.27	28.85
Female	84	84	100.00	0.00	32.14
Male	74	72	97.30	2.70	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	14	14	100.00	0.00	28.57
Hispanic or Latino	142	140	98.59	1.41	29.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	68	67	98.53	1.47	8.96
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	146	99.32	0.68	28.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	21	91.30	8.70	9.52

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	159	157	98.74	1.26	26.75
Female	84	84	100.00	0.00	30.95
Male	75	73	97.33	2.67	21.92
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	143	141	98.60	1.40	25.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	69	68	98.55	1.45	7.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	148	147	99.32	0.68	23.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	21	91.30	8.70	23.81

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	34.04	27.08	26.05	26.61	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	48	100.00	0.00	27.08
Female	24	24	100.00	0.00	20.83
Male	24	24	100.00	0.00	33.33
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	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	27.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	28.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	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.

2024-25 Opportunities for Parental Involvement

Parent involvement is an area of strength for Albany Park School. Home-school communication is facilitated through School Dojo, Class Dojo,Facebook as well as Parent square which is our computerized parent information system. We also send home notes and letters for parents. Panther Parents have multiple opportunities to be part of organized school activities and these opportunities are promoted and highlighted via School Dojo, our school website, and our school Facebook page, our digital marquee, and Parent square phone messages and texts. 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, Math, 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. IEP meetings and SAT meetings are now being held in person. However, parents have the option to meet through zoom. . Awards assemblies (Student of the Month, Character Counts, Most Improved, and AVID) are now being held in person. Parents are also invited to attend our Coffee with the principal meetings, Trunk or Treat, Grandparents day, Lunch with your child, Christmas programs, Spring Spectacular and Movie Nights. To learn more about specific opportunities for getting involved, please contact School Principal Janice Vargas at 661-721- 5020, 235 West 20th Avenue, Delano CA.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	338	322	26	8.1
Female	167	158	11	7.0
Male	171	164	15	9.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	42	41	1	2.4
Hispanic or Latino	285	272	21	7.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	150	142	7	4.9
Foster Youth	--	--	--	--
Homeless	12	--	--	--
Socioeconomically Disadvantaged	314	298	23	7.7
Students Receiving Migrant Education Services	28	26	0	0.0
Students with Disabilities	45	45	3	6.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.58	0	0.3	1.3	1.82	2.02	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.08	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.30	0.00
Female	0.00	0.00
Male	0.58	0.00
Non-Binary	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	0.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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. We have 21 security cameras placed around the perimeter of the school to help monitor who enters and leaves campus. 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. Our school also participated in the "Great California Shakeout (earthquake drill) held on October 19, 2024 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. Suspension and Expulsion policies are reviewed during the discipline assemblies. 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 and Sown to Grow weekly check in. 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. The school safety plan was last reviewed, updated, and approved by the school community on January 25, 2024.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	16	3		
2	18	3		
3	17	3		
4	20	2		
5	28		2	
Other	9	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	3		
2	22		2	
3	21	1	1	
4	26		2	
5	23		2	
Other	13	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	20	4		
1	25		4	
2	19	3	2	
3	24		4	
4	26		4	
5	24		4	
Other	11	3		

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.5
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	11,654.33	3,478.05	8,176.28	79,551.08
District	N/A	N/A	7,744.50	$89,828
Percent Difference - School Site and District	N/A	N/A	5.4	-12.1
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-27.4	-19.1

Fiscal Year 2023-24 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 is being held after school during the 23-24 school year with a focus on intervention, physical education, and the arts (dancing, drama, arts and craft). The program runs each day school is in session (177/180 days) from 2:15 to 5:00 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. In addition, our full time reading intervention teacher pulls small groups of students throughout the day for small group reading instruction. 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 for reading was held during first semester of the 23-24 school year through Title I funds. The ELOP Program is

Fiscal Year 2023-24 Types of Services Funded

holding fall, winter, spring, and summer academies. The ELOP program will also have after school activities (book club, running club, arts and craft club, dance club, etc.).

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$58,966	$58,553
Mid-Range Teacher Salary	$86,610	$93,924
Highest Teacher Salary	$115,071	$119,489
Average Principal Salary (Elementary)	$134,823	$149,898
Average Principal Salary (Middle)	$140,218	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$256,000	$270,432
Percent of Budget for Teacher Salaries	29.08	31.93
Percent of Budget for Administrative Salaries	6.72	5.62

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:

2022-2023 9 days
2023-2024 11 days
2024-2025 10 days

Our goal for this school year in regards to professional development is to provide high quality reading instruction in the classroom and small group instruction. We want to implement words thier way, IMSE and Reflex during small group instruction. We are also introducing thinking classrooms as a way to have our student have a deeper understanding of math concepts. Thinking classroom allow for student to internalize math models. be able to discuss math models with thier peers and articulate thier understadning and have socrate debates on answering math equations. Our staff has attended the following PD sessions:

July 27th: Lexia and IMSE best practices
August 27th: Thinking Classrooms Math PD
Sept 3rd: Science PD
September 19th TK training
September 25th Math PD
Octoer 21st Science PD
October 23rd Reflex PD
November 12th Science PD
December 6th- 5th Grade Co teaching PD
January 17th-28th Writing/ ELD PD

Our area of focus for professional develpment for the 2024-2025 school year was on small group reading. Teachers were able to attend professional development lead by dsitrict staff on the use of the Words you way resources. Teachers were able to plan and organize materials that would allow for intense small group instruction. OUr small group reading intervention is the key

Professional Development

to closing the reading gap. IMSE training alon with our Reading teacher will ensure that 80% of are students are reading at grade level. We are also focusing on the fundamentals of math. We are teaching the foundations and modeling of thinking classrooms and the foundations of math through math facts.

Our area of focus for professional develpment for the 2023-2024 school year was on small group reading. Teachers were able to attend professional development lead by dsitrict staff on the use of the Words you way resources. Teachers were able to plan and organize materials that would allow for intense small group instruction.

Our area of focus for professional development for the 2022-2023 school year was Science and Writing. Teachers attended two professional development workshops for the implementation of the STEM taught curriculum. Writing was also an area of focus. We 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.

Our area of focus for professional development for the 2021-2022 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 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.

Ongoing goal is 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. The MTSS strategies are implemented daily/weekly (verbal praise, Paws for Applause, check in check out, communication with parents, prizes and recognitions, awards for students, and extra support from school psychologist and social worker if needed). In addition, teachers have been implementing a weekly social/emotional check in "Sown to Grow" after attending PD at the beginning of the school year (August 2022).Students "at risk" during Sown to Grow check in are referred to social worker or school psychologist.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	9	11	9