

Almond Tree Middle 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	Almond Tree Middle School
Street	200 W. 15th Avenue
City, State, Zip	Delano, CA 93215-1816
Phone Number	(661) 721-3641
Principal	Mr. Rodney Del Rio
Email Address	rdelrio@duesd.org
School Website	duesd.org/almond
Grade Span	6-8
County-District-School (CDS) Code	15634046115471

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
<p>Founded in 1997, Almond Tree Middle School serves a diverse student population of 560 sixth, seventh, and eighth-grade students. The school is guided by its motto, "Inches Make Champions,"* and is situated on a well-maintained, expansive campus within a mixed residential area that includes newly developed single-family homes and apartments alongside an established community. Almond Tree draws its student body from three elementary feeder schools, with 93% of students identified as socioeconomically disadvantaged and 28% classified as English Learners.</p> <p>Almond Tree employs a dedicated and highly qualified staff of 31 educators, including 24 general education teachers, three</p>

2024-25 School Description and Mission Statement

mild/moderate special education teachers, one special day class teacher, one band teacher, one resource teacher, one academic behavior intervention teacher, one school social worker, one academic counselor, one math intervention teacher, and one foreign language teacher. More than half of the instructional staff possess over a decade of teaching experience. The school's support personnel include a shared school psychologist, a shared school nurse, five special education instructional aides, four office clerks, a librarian, and a site secretary. Operational staff comprises three custodians, one campus supervisor, five noon duty aides, four cafeteria staff, and leadership roles filled by a principal, vice principal, and learning coordinator. Additionally, the after-school **POWER** program is facilitated by a site manager, a receptionist, and four academic instructors.

The academic program at Almond Tree Middle School is designed to provide rigorous, standards-aligned instruction across core disciplines, including mathematics, science, English language arts, social studies, foreign language, and physical education. Students with an interest in the arts may participate in the pull-out band program. To address the needs of students requiring additional academic support, Almond Tree provides targeted interventions once or twice per quarter. Advanced learners have access to College Preparatory Mathematics (CPM) courses offered at each grade level. The school's STEAM initiative incorporates Action Labs, which provide hands-on, inquiry-driven learning opportunities.

Students are encouraged to participate in co-curricular and extracurricular activities that foster their personal and academic growth, including yearbook, ASB, Club Live, traditional team sports, Henry Greve Speech Contest, GATE Festival, Oral Language Festival, Spelling Bee, Band, Choir, Robotics, Coding Clubs, Math Field Day, AVID, and Action Labs. The highly regarded **POWER** program further enhances learning through after-school intervention and enrichment opportunities.

Instruction at Almond Tree Middle School is anchored in the Common Core State Standards, ensuring that all students are equipped with the knowledge and skills necessary for academic success. The instructional staff employs research-based teaching methodologies, collaborative planning, and evidence-based intervention strategies to support a well-rounded and inclusive educational experience. English Language Development (ELD) standards and strategies are seamlessly integrated to build students' academic language proficiency.

The school's Multi-Tiered System of Supports (MTSS) framework emphasizes the importance of a safe and inclusive learning environment. Clearly defined behavior expectations and positive reinforcement practices promote the development of ethical, responsible, and community-minded individuals. Parental engagement is actively encouraged through participation in Back-to-School Night, parent-teacher conferences, School Site Council meetings, and the use of the Aeries Parent Portal. Teachers also provide guidance to families on effective strategies to support student learning at home.

Almond Tree Middle School's commitment to academic excellence and social-emotional development is reflected in its mission to "Make Each Day Our Masterpiece," inspiring all members of the school community to strive for success and continuous improvement.

MISSION STATEMENT

Almond Tree Middle School is a dedicated community providing the highest levels of academic excellence and social standards in a positive school environment. Our students and staff will respect one another and our diverse school community, while staff develop the educational fundamentals of students to succeed in their later studies.

VISION STATEMENT

Almond Tree is committed to providing a comprehensive, educational program where students will be inclined to collaborate, to create, and to become self-determined learners that connect with the world.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	140
Grade 7	201
Grade 8	185
Total Enrollment	526

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	52.7
Male	47.3
Asian	0.8
Black or African American	0.2
Filipino	8.7
Hispanic or Latino	89.4
Two or More Races	0.2
White	0.8
English Learners	27.2
Homeless	0.6
Migrant	5.1
Socioeconomically Disadvantaged	93.5
Students with Disabilities	10.3

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.

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)	20.70	83.54	235.40	82.31	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.00	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.33	21.30	7.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.02	3.60	1.28	12115.80	4.41
Unknown/Incomplete/NA	2.70	11.11	17.50	6.15	18854.30	6.86
Total Teaching Positions	24.80	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)	20.30	66.66	254.00	78.24	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.10	3.44	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.50	18.03	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	4.60	15.28	30.10	9.29	15831.90	5.67
Total Teaching Positions	30.50	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)	21.00	66.91	258.90	83.18	231142.40	100.00
Intern Credential Holders Properly Assigned	1.90	6.32	8.90	2.89	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	11.65	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	4.70	15.08	18.70	6.03	14303.80	5.15
Total Teaching Positions	31.40	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	0.00	4.50	0
Misassignments	0.30	1.00	3.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.30	5.50	3.6

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	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	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)	0.70	3.8	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0.5

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 student enrolled at Almond Tree Middle School is provided with standards-aligned textbooks and foundational instructional materials that adhere to the content and curriculum frameworks adopted by the California State Board of Education in the following subject areas:

Year and month in which the data were collected

January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California StudySync Grades 6-8. - 2015	Yes	0
Mathematics	Grade 6 California Math, Your Common Core Edition: McGraw Hill Course 1 Volume 1 & 2 - 2015 Grade 7 California Math, Your Common Core Edition: McGraw Hill Course 2 Volume 1 & 2 - 2015 Grade 7 Math Accelerated, A Pre-Algebra Program - 2015 Grade 8 California Math, Your Common Core Edition: McGraw Hill Course 3 Volume 1 & 2 - 2015 Algebra Holt Rinehart & Winston, Core Connections Algebra, Second Edition, Version 5.0. CPM Educational Program 2006, 2013. Core Connections Course 1, Second Edition Version 5.0. CPM Educational Program 2011, 2013. Core Connections Course 2, Second Edition Version 5.0. CPM Educational Program 2011, 2013.	Yes	0
Science	IQWST (Investigating and Questioning Our World Through Science and Technology), California Edition, What Is Going On Inside Me? Activate Learning, 2019 (6th grade) IQWST (Investigating and Questioning Our World Through Science and Technology), California Edition, What Makes Up Earth's Natural Resources? Activate Learning, 2019 (7th Grade) IQWST (Investigating and Questioning Our World Through Science and Technology), California Edition, How Does The Universe Affect Me? Activate Learning, 2019 (8th Grade)	Yes	0
History-Social Science	History Alive Grade 6: The Ancient World. Teachers Curriculum Institute 2019	Yes	0

	History Alive Grade 7: The Medieval World and Beyond/ Teachers Curriculum Institute 2019 History Alive Grade 8: The United States Through Industrialism. Teachers Curriculum Institute 2019.		
Foreign Language	Autentico 1, Savvas Learning Company LLC, 2018 Autentico 2 Savvas Learning Company LLC, 2018	Yes	0

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

School Facility Conditions and Planned Improvements

Almond Tree Middle School upholds rigorous safety protocols to ensure a secure campus environment. All visitors are required to sign in and present valid identification at the front office during regular school hours. Extended visitors must also undergo an additional screening process, which includes scanning their state-issued driver's license through the Rapture Information System. Staff members are required to wear district-issued identification badges visibly at all times while on campus during school hours.

The Delano Union School District employs a comprehensive work order system to manage campus maintenance, ensuring that all requests are systematically tracked and resolved promptly. Custodial staff prioritize maintaining a clean and safe learning environment throughout the day and during evening shifts.

Almond Tree Middle School maintains a detailed and annually updated School Safety Plan, which outlines clear expectations for student behavior and campus safety procedures.

Student Supervision

Student safety is ensured through a collaborative supervision model that includes the campus supervisor, site administration, teachers, and morning, noon, and after-school duty aides. Designated areas for student breaks and lunches are consistently monitored, with teachers overseeing morning breaks. After-school supervision is conducted by site administration, teaching staff, and three crossing guards stationed at designated locations to ensure students' safe passage across streets. These supervision plans are strategically designed to provide comprehensive coverage throughout the school day.

Facilities

Almond Tree Middle School takes pride in its well-maintained facilities designed to support student learning and extracurricular activities. The campus includes:

- ****Classrooms****: 28 total classrooms (20 permanent and 8 portable).
- ****Specialized Spaces****: Two STEAM labs, a band room, a student fitness room, a gymnasium, a library, and a resource building.
- ****Administrative and Support Spaces****: A dedicated administration building, as well as offices for the nurse, psychologist, and speech therapist.
- ****Athletic Facilities****: A full-sized track, an expansive playing field, a fitness room, and spaces for basketball, handball, and other field sports.
- ****Multi-Purpose Building****: Used for assemblies, events, and additional school functions.

The campus, originally constructed in 1997, has undergone several expansions to meet the growing needs of the school community:

- Between 1998 and 2000, 15 portable buildings were added.
- In 2002, eight permanent classrooms and two restrooms were constructed.
- In November 2006, a 48x40 modular fitness building was installed to enhance physical education programs.

By maintaining a safe and supportive environment, coupled with state-of-the-art facilities, Almond Tree Middle School continues to foster academic and personal excellence for all students.

School Facility Conditions and Planned Improvements				
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)	52	56	42	47	46	47
Mathematics (grades 3-8 and 11)	31	35	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	547	535	97.81	2.19	55.51
Female	288	281	97.57	2.43	59.43
Male	259	254	98.07	1.93	51.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	47	47	100.00	0.00	74.47
Hispanic or Latino	491	480	97.76	2.24	53.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	151	141	93.38	6.62	18.44
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	509	500	98.23	1.77	54.20
Students Receiving Migrant Education Services	36	33	91.67	8.33	42.42
Students with Disabilities	55	54	98.18	1.82	16.67

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	547	544	99.45	0.55	34.74
Female	288	287	99.65	0.35	35.19
Male	259	257	99.23	0.77	34.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	47	47	100.00	0.00	55.32
Hispanic or Latino	491	490	99.80	0.20	32.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	151	150	99.34	0.66	9.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	509	507	99.61	0.39	33.33
Students Receiving Migrant Education Services	36	36	100.00	0.00	22.22
Students with Disabilities	55	54	98.18	1.82	7.41

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)	24.87	21.43	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	197	196	99.49	0.51	21.43
Female	99	99	100.00	0.00	20.20
Male	98	97	98.98	1.02	22.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	40.00
Hispanic or Latino	177	177	100.00	0.00	20.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	45	45	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	183	183	100.00	0.00	20.77
Students Receiving Migrant Education Services	14	14	100.00	0.00	21.43
Students with Disabilities	20	19	95.00	5.00	5.26

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 7	100	100	100	100	100

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
<p>Parental involvement is integral to the success of Almond Tree Middle School, providing multiple opportunities for parents and guardians to actively engage in their child’s educational journey. The school is committed to fostering strong partnerships with families by offering diverse avenues for meaningful participation in the middle school experience.</p> <p>To promote active engagement, Almond Tree Middle School ensures that relevant information is easily accessible through a variety of communication channels. These include personal phone calls, an up-to-date school website, the ParentSquare messaging system, the school marquee, mailed letters, social media platforms (Twitter, Instagram, and Facebook), Class Dojo, and school or district flyers. These tools enable parents to remain informed, participate in ongoing dialogue, and stay connected to the school community.</p> <p>Parents are encouraged to contribute to the school’s success by participating in leadership and advisory roles such as the District English Language Advisory Council (DELAC), site English Language Advisory Council (ELAC), and School Site Council (SSC). Additionally, Almond Tree Middle School offers Parents of Future Scholars classes to further empower families to support their children’s academic progress.</p> <p>Volunteer opportunities are plentiful and include assisting with student recognition programs, supporting school-wide events such as carnivals, dances, and end-of-year celebrations, and contributing as guest speakers during career days. Parents are also invited to attend technology workshops, parent-teacher conferences, and various school functions.</p> <p>The school’s administration maintains an open-door policy to ensure that parents feel welcomed and supported in addressing any concerns or providing feedback. This commitment to collaboration underscores Almond Tree Middle School’s dedication to creating a nurturing, inclusive, and academically enriching environment for all students.</p> <p>For more information about opportunities for parent involvement, please contact:</p> <p>Rodney Del Rio, Principal Almond Tree Middle School</p>

2024-25 Opportunities for Parental Involvement

200 W.15th Avenue, Delano CA
(661) 721-3641

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	588	562	43	7.7
Female	311	297	23	7.7
Male	277	265	20	7.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	49	47	0	0.0
Hispanic or Latino	520	501	39	7.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	164	156	8	5.1
Foster Youth	--	--	--	--
Homeless	14	12	3	25.0
Socioeconomically Disadvantaged	551	527	40	7.6
Students Receiving Migrant Education Services	46	46	4	8.7
Students with Disabilities	60	57	6	10.5

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
0.18	2.54	3.4	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	0.51	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	3.40	0.00
Female	1.93	0.00
Male	5.05	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	3.65	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	4.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.45	0.00
Students Receiving Migrant Education Services	2.17	0.00
Students with Disabilities	5.00	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

Almond Tree Middle School places a high priority on the safety and well-being of its students and staff, implementing a comprehensive approach to school security. This approach addresses various critical aspects, including detailed assessments of school crime statistics and the integration of safe school programs, child abuse reporting procedures, disaster response

2024-25 School Safety Plan

protocols, and suspension and expulsion policies in alignment with the California Education Code.

The school also adheres to the District’s Discipline Handbook and Sexual Harassment Policy, enforces a clearly defined dress code, and implements established rules and procedures to ensure safety during commuting and throughout the school day.

To promote a clear understanding and effective execution of these measures, a comprehensive staff meeting is held at the start of each academic year. During this meeting, all staff members engage in collaborative discussions to review and prepare for the implementation of safety protocols for the upcoming year. Furthermore, ongoing disaster, lockdown, and evacuation drills are conducted to ensure both staff and students are well-prepared for emergencies.

The school’s Safety Committee is tasked with the regular review and updating of the Safety Plan to reflect current needs and best practices. This plan undergoes an annual approval process by the School Site Council, ensuring accountability and community involvement. The most recent review and approval of the Safety Plan were completed on January 29, 2024.

Through these proactive measures, Almond Tree Middle School remains committed to maintaining a secure, supportive, and prepared environment for all members of its community.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	30	4	
Mathematics	17	18	2	
Science	19	15	3	
Social Science	18	15	4	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	35	8	
Mathematics	19	17	6	
Science	21	12	7	
Social Science	19	15	6	

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	33	8	
Mathematics	21	14	7	
Science	21	12	7	
Social Science	21	13	6	

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	526

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

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	10,534.57	2,965.74	7,568.84	81,883.63
District	N/A	N/A	7,744.50	\$89,828
Percent Difference - School Site and District	N/A	N/A	-2.3	-9.3
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-34.9	-16.2

Fiscal Year 2023-24 Types of Services Funded

During the 2023-2024 academic year, Almond Tree Middle School secured funding from Title I, Title III, and Local Control and Accountability Plan (LCAP) sources to enhance educational programs and services. These funds are strategically allocated to support general education, special education initiatives, and federally funded supplemental projects.

The school utilizes these resources to provide essential supports and services, including a healthcare aide, a library technician, instructional materials, and classroom supplies. Additionally, funding is directed toward the acquisition of technology equipment, the employment of a resource teacher, and the facilitation of learning coordination efforts.

To further strengthen student outcomes, the school invests in academic counseling services, intervention programs, and professional development initiatives for staff. These targeted allocations reflect Almond Tree Middle School's commitment to fostering an inclusive, well-equipped, and academically enriching environment for all students.

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

The primary focus areas for staff development at Almond Tree Middle School during the 2023-2024 school year center on reading and mathematics. To identify instructional needs effectively, site administration utilized data from STAR Reading and Math assessments. The learning coordinator plays a critical role in supporting faculty by facilitating Structured Time for Professional Learning (STPT), guiding teachers in the application of effective instructional strategies, and optimizing their structured planning time.

Almond Tree Middle School enhances professional development by leveraging the expertise of its on-site learning coordinator and accessing district-provided resources for supplementary training when required. Teachers receive continuous support throughout the implementation process via in-class coaching, teacher-administration consultations, and the systematic analysis of student performance data using Individualized Assessment Blocks (IABs) and Formative Individualized Assessment Blocks (FIABs).

Additionally, the school has provided staff with targeted training on best practices strategies to improve student engagement, address learning loss, and strengthen Social-Emotional Learning (SEL) connections. These professional development initiatives are pivotal in fostering a robust teaching framework that meets the diverse needs of students in both traditional and remote learning environments.

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	35	35	35