Almond Tree Middle School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Almond Tree Middle School
Street	200 West 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
County-District-School (CDS) Code	15634046115471

2021-22 District Contact Information

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

2021-22 School Overview

Almond Tree Middle School opened it doors in 1997 and is the current home to 479 sixth, seventh, and eighth grade students where "Inches Make Champions." The school sits on a large, well-landscaped campus. Almond Tree Middle School consists of both new single-family housing with new apartments being added to an older established residential community. We receive students from three different elementary feeder schools. About 87% of our students are considered socioeconomic disadvantage and about 45% of our students are English Learners.

Almond Tree's staff consists of a total of 33 teachers. Twenty seven are regular education teachers, three are mild/moderate special education teachers,1 Special Day Care Teacher, 1 band teacher, and 1 resource teacher. Continuing from last school year we have one academic counselor, one school social worker, one academic behavior intervention teacher, and one site learning coordinator. Over half of our staff has over 10 years of teaching experience. In addition to our outstanding teaching staff, Almond Tree has 1 shared school psychologist, 1 shared school nurse, five special education instructional aides, four office clerks, 1 school librarian, and one school site secretary. To round out the staff we have three custodians, one campus supervisor, three noon duty aides, four cafeteria staff, and a site principal and a site vice principal.

For the 21-22 school year, Almond Tree has returned to in-person instruction with an option for students to enroll in distance learning. The novel COVID-19 global pandemic has forced our school to take unprecedented measures to ensure the safety of our staff and students. Students take classes in math, science, language arts, social studies, foreign language, physical education, and a pull out program for band. Students that may be struggling, Almond Tree provides targeted after school intervention. We also offer an three sections of CPM math course to our advanced math students as another way to challenge students. Students also have the opportunity to participate in action labs as an elective which is part of the school STEAM initiative. Here at Almond Tree we encourage students to become involved in various activities to demonstrate their Lions' Pride. Students have opportunities to participate in yearbook, ASB, Club Live, traditional team sports, Henry Greve Speech Contest, GATE Festival, Oral Language Festival, Spelling Bee, Band, Choir, Robotics, Computer Coding Clubs, Math Field Day, AVID, and Action Labs. Almond Tree Middle School has a highly successful intervention and enrichment after-school POWER program.

Each day students are provided rigorous academic instruction through the use of Common Core State Standards. Almond Tree staff works collaboratively to ensure that each student succeeds academically and socially by utilizing a variety of instructional tools, resources, methods, and intervention strategies to build a well-rounded student. Almond Tree staff is also committed to

2021-22 School Overview

building the academic speaking skills of all students through the use of English Language Development Standards and strategies.

Our Multiple Tier Student Support team has outlined safe learning practices for a variety of areas around campus in order to promote a safe learning environment which will help build students of high character. Parents are encouraged to become involved with the academic success of their child by volunteering, attending parent-teacher conferences, attending Back-to-School Night, signing up for their Aeries parent portal accounts, and by becoming members of and attending School Site Council Meetings. Teachers have also taken the step to provide coaching to parents on how they can successfully help their child at home with positive feedback. Almond Tree Middle School staff and students strive to Make Each Day Our Masterpiece!

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	147
Grade 7	184
Grade 8	176
Total Enrollment	507

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.4
Filipino	7.9
Hispanic or Latino	91.1
Two or More Races	0.6
English Learners	40
Foster Youth	0.4
Homeless	1.8
Socioeconomically Disadvantaged	86.4
Students with Disabilities	8.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1
Unknown	0
Total Teaching Positions	27

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2019-20
Permits and Waivers	1
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	1

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

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	1
Local Assignment Options	0
Total Out-of-Field Teachers	1

2019-20 Class Assignments

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

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

Each student attending Almond Tree Middle School is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in each of the following areas listed below:

Year and month in which the data were collected	July 2020

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.	Yes	0

	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.		
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 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.	Yes	0
Foreign Language	Autentico 1, Savvas Learning Company LLC, 2018	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Almond Tree Middle School maintains and enforces a policy of required signatures and identification at the front office. All visitors must sign in and if having an extended visit must have their state issued driver's license scanned through our Rapture information system during the regular school day. All staff members are required to wear district provided identification badges while on campus during the regular school day hours. During the COVID-19 pandemic, all visitors must have temperature taken before entry to the site along with wearing a face mask. Delano Union School District provides a work order system for ongoing maintenance that tracks requests and when the request has been completed. Custodial staff emphasize and understands the importance of providing and maintaining a clean facility for learning during regular school hours and evening hours as well. Almond Tree has a school safety plan that is updated annually and within the safety plan are clear expectations for student behavior. Students are supervised on school grounds by the campus supervisor, site administration, teachers, and morning/noon /after school duty aides. Almond Tree has designated students areas where they can gather during their breaks and lunch which is supervised at all times. Teachers are assigned supervision during all morning breaks. After school, administration, teaching staff, and three crossing guards supervise students at designated areas of the school campus, and assist students crossing the street in a safe manner. The predesignated areas are arranged to ensure the best possible coverage on a daily basis. Almond Tree Middle School's facilities include quality classrooms for all teachers and students. The nurse, psychologist, and speech therapist also have their own working spaces. The playground is large enough for students to play basketball, handball, or a field sport. A full sized track, fitness room, and gym are also on the school's grounds. Almond Tree has a total of 28 classrooms in use (20 permanent and 8 portable), two STEAM labs, band room, student fitness room, gymnasium, multi-purpose building, library, resource building, and an administration building. The main campus was built in 1997. Fifteen portable buildings were constructed from 1998 through 2000. Eight additional permanent classrooms and two restrooms were constructed in 2002. The 48 x40 modular fitness building was placed and occupied in November 2006.

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	504	NT	NT	NT	NT
Female	257	NT	NT	NT	NT
Male	247	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	40	NT	NT	NT	NT
Hispanic or Latino	458	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	202	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	385	NT	NT	NT	NT
Students Receiving Migrant Education Services	17	NT	NT	NT	NT
Students with Disabilities	45	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	504	NT	NT	NT	NT
Female	257	NT	NT	NT	NT
Male	247	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	40	NT	NT	NT	NT
Hispanic or Latino	458	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	202	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	385	NT	NT	NT	NT
Students Receiving Migrant Education Services	17	NT	NT	NT	NT
Students with Disabilities	45	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	501	486	97%	3	29
Female	254	246	96.9	3.1	35
Male	247	240	97.17	2.83	22
Asian	2	2	100%	0%	0
Filipino	40	40	100%	0%	35%

Hispanic or Latino	456	441	96.71	3.29	28
Two or More Races	2	2	100%	0%	50%
White	1	1	100%	0%	100%
English Learners	196	191	97.4	2.6	5
Foster Youth	2	1	50%	50%	0%
Homeless	8	7	88%	12%	14
Socioeconomically Disadvantaged	425	413	97%	3	26%
Students Receiving Migrant Education Services	17	17	100%	0%	24
Students with Disabilities	44	43	98%	2	2

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	501	484	96.6	3.4	29
Female	254	246	96.9	3.1	32
Male	247	238	96.4	3.6	26
Asian	2	2	100	0	0
Filipino	40	39	97.5	2.5	36
Hispanic or Latino	456	440	96.5	3.5	28
Two or More Races	2	2	100	0	100
White	1	1	100	0	100
English Learners	196	189	96.4	3.6	9
Foster Youth	2	2	100	0	0
Homeless	8	6	75	25	17
Socioeconomically Disadvantaged	425	409	96.2	3.8	27
Students Receiving Migrant Education Services	17	17	100	0	24
Students with Disabilities	44	43	97.7	2.3	2

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	501	487	97.2	2.8	18
Female	254	247	97.2	2.8	22
Male	247	240	97.1	2.9	15
Asian	2	2	100	0	50
Filipino	40	40	100	0	35

Hispanic or Latino	456	442	96.93	3.07	17
Two or More Races	2	2	100		50
White	1	1	100		100
English Learners	196	192	98	2	4
Foster Youth	2	1	50	50	0
Homeless	8	7	87.5	12.5	0
Socioeconomically Disadvantaged	425	412	96.94	3.05	16
Students Receiving Migrant Education Services	17	17	100	0	0
Students with Disabilities	44	43	97.72	2.27	0

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	501	479	95.6	4.4	40
Female	254	243	95.7	4.3	42
Male	247	236	95.6	4.4	37
Asian	2	2	100	0	50
Filipino	40	39	97.5	2.5	56
Hispanic or Latino	456	435	95.4	4.6	38
Two or More Races	2	2	100	0	50
White	1	1	100	0	100
English Learners	196	185	94.4	5.6	16
Foster Youth	2	1	50	50	0
Homeless	8	6	75	25	17
Socioeconomically Disadvantaged	425	407	95.8	2.2	37
Students Receiving Migrant Education Services	17	16	94.1	5.9	31
Students with Disabilities	44	42	95.5	4.5	2

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	177	NT	NT	NT	NT
Female	90	NT	NT		
Male	87	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	165	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	74	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	11	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parental involvement is just one of the many factors for success of Almond Tree Middle School. Parents have various opportunities to become involved in their child's education here at the school site. At Almond Tree Middle School we take pride in offering many ways parents/guardians can get involved in their child's middle school experience. In order for parents to become actively involved in the student's academic life the school site must have information readily accessible. We have many modes of communication in which the school encourages parents/guardians to participate, have dialogue, and be engaged with the school. Some of those communication tools utilized are: personal phone calls, updated school website, Blackboard phone messaging system, the school marquee, mailed letters, school site social media pages (Twitter, Instagram and Facebook), Class Dojo, and school/district flyers. Parents are sought after and encouraged to become involved in many different ways at Almond Tree Middle School. Parents have the opportunity to participate and serve as members of the District English Language Advisory Council (DELAC), participate in our Parents of Future Scholars classes, or become members of our site English Language Advisory Council (ELAC) and School Site Council (SSC). In addition, parents may volunteer alongside other parents to assist in the reward students for positive behavior, at school carnivals, school dances, and end-of-the year activities. Parents are invited to speak during career day, attend technology meetings, parent-teacher conferences, and other school functions. Almond Tree Middle School site administration always has an open door policy to meet with parents to discuss any concerns that they may have.

For more information about opportunities for parent involvement, please contact:

Rodney Del Rio, Principal
Almond Tree Middle School
200 West 15th Avenue, Delano CA
(661) 721-3641

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	519	40	7.7
Female	266	264	21	8.0
Male	259	255	19	7.5
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	41	41	0	0.0
Hispanic or Latino	478	472	40	8.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	1	1	0	0.0
English Learners	215	213	18	8.5
Foster Youth	2	2	0	0.0
Homeless	21	19	7	36.8
Socioeconomically Disadvantaged	457	453	38	8.4
Students Receiving Migrant Education Services	21	21	0	0.0
Students with Disabilities	47	45	6	13.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.22	0.00	2.90	0.00	3.47	0.20
Expulsions	0.31	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.32	1.09	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Almond Tree Middle School has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child-abuse reporting procedures; disaster-response procedures; suspension and expulsion policies pursuant to California Education Code; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school, as well as during school hours. A comprehensive staff meeting is held at the beginning of the year to review the safety plan in which all staff discusses the safety procedures for the school year. Both staff and students have on-going practice of drills for disasters, lock-downs and evacuations. A school safety committee reviews and updates the plan as well as school site council reviews and approves the plan each school year. The Safety Plan was last reviewed and approved on January 22, 2020. Due to school closure in March of 2020, deadlines have been pushed back. Currently, Almond Tree Middle School Safety plan is being updated and will be reviewed by our staff and School Site Council in January of 2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	22	8	15	
Mathematics	21	13	10	1
Science	22	10	10	
Social Science	22	9	11	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	24	14	16	2
Mathematics	21	13	5	2
Science	21	11	7	
Social Science	21	10	8	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	21	18	16	
Mathematics	18	16	4	
Science	20	14	4	
Social Science	20	13	5	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	507

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,256.77	1,484.00	6,772.77	80,956.85
District	N/A	N/A	7,744.50	$81,397
Percent Difference - School Site and District	N/A	N/A	-13.4	-0.5
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-22.0	-5.9

2020-21 Types of Services Funded

During the 2020-2021 school year, Almond Tree Middle School received Title I, Title III, and Local Control (LCAP) funding. These funds provide general education, special education, and federally funded supplemental projects. Some of the funding at Almond Tree are for the following supports and resources: health-care aide, library technician, materials/supplies, technology equipment, resource teacher, learning coordinator, academic counselors, intervention programs and staff development.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

Professional Development

The major focus areas for staff development for the 2020-2021 school year are in the areas of reading and writing. After a thorough review of school data our administration were able to determine that our students were lagging in the areas of reading and writing. Site administration used the CCSS claims and targets data to get an accurate picture of how to proceed. The learning coordinator will provide STPT time for staff to guide teachers on how to proceed with instruction during this structured time. During the school year, we are trying to provide more professional development in house through the use of our site learning coordinator. We also use district provided resources to provide additional training when appropriate. Our teachers are constantly supported during the implementation period through in class coaching, teacher-administration meetings, and reviewing student data with the use of IAB's and FIAB's. Almond Tree has also provided staff guidance on best practices for distance learning in the areas of student engagement, mitigating learning loss, and SEL connections. This is an ongoing development during our work from home environment.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25

Delano Union Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000

Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
District Website Address	www.duesd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT		NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.