

Almond Tree Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 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
County-District-School (CDS) Code	15634046115471

2023-24 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

2023-24 School Description and Mission Statement

Almond Tree Middle School opened its doors in 1997 and is the current home to 527 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 86% of our students are considered socioeconomic disadvantage and about 27% of our students are English Learners.

Almond Tree's staff consists of a total of 30 teachers. Twenty four are regular education teachers, three are mild/moderate special education teachers, one Special Day Care Teacher, one band teacher, one resource teacher, one academic behavior intervention teacher, one school social worker, one academic counselor, one math intervention teachers, and one foreign language teacher. Over half of our instructional 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, a vice principal, and a learning coordinator.

For the 23-24 school year, Almond Tree has returned to full time in-person learning. The COVID-19 global pandemic has forced our school to take unprecedented measures to ensure the safety of our staff and students and we continue to follow state of California guidelines to ensure proper safety of all in attendance. 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 in school and after school intervention. We also offer an three sections of CPM math course (one per grade level) 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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	169
Grade 7	186
Grade 8	195
Total Enrollment	550

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.8%
Asian	0.5%
Black or African American	0.2%
Filipino	7.6%
Hispanic or Latino	90.9%
Two or More Races	0.4%
White	0.4%
English Learners	30.4%
Foster Youth	0.2%
Homeless	1.3%
Migrant	3.8%
Socioeconomically Disadvantaged	90.5%
Students with Disabilities	9.6%

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	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	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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	4.50
Misassignments	0.30	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	5.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.7	3.8
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023
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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 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 Autentico 2 Savvas Learning Company LLC, 2018	Yes	0

School Facility Conditions and Planned Improvements

Almond Tree Middle School rigorously enforces a policy mandating all visitors to sign in and present identification at the front office during regular school hours. Extended visitors are additionally required to undergo a scan of their state-issued driver's license through our Rapture Information System. Meanwhile, all staff members must visibly wear district-provided identification badges while on campus throughout the regular school day. Delano Union School District facilitates ongoing maintenance through a work order system that meticulously tracks requests and their timely completion. The custodial staff places paramount importance on sustaining a pristine learning environment, both during regular school hours and in the evening. Almond Tree maintains a comprehensive school safety plan, annually updated, with transparent expectations regarding student behavior.

Student supervision on school grounds is diligently ensured by a collaborative effort involving the campus supervisor, site administration, teachers, and morning/noon/after-school duty aides. Designated areas for student breaks and lunch are vigilantly supervised, with teachers assigned to oversee morning breaks. After-school hours site administration, teaching staff, and three crossing guards oversee students at designated areas, ensuring safe street crossings. These pre-designated areas are strategically organized to ensure optimal daily coverage.

Almond Tree Middle School prides itself on its well-equipped facilities, including quality classrooms for teachers and students. Dedicated working spaces for the nurse, psychologist, and speech therapist enhance the overall support structure. The expansive playing field accommodates a variety of sports activities, including basketball, handball, and field sports. On-site amenities feature a full-sized track, fitness room, and gymnasium. The school boasts 28 classrooms in total, comprising 20 permanent and 8 portable ones, alongside two STEAM labs, a band room, a student fitness room, a gymnasium, a multi-purpose building, a library, a resource building, and an administration building. Originating in 1997, the main campus witnessed the addition of 15 portable buildings between 1998 and 2000, eight permanent classrooms and two restrooms in 2002, and the placement of a 48x40 modular fitness building in November 2006.

Year and month of the most recent FIT report

8/2023

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	52	40	42	47	46
Mathematics (grades 3-8 and 11)	19	31	23	30	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	556	543	97.66	2.34	51.57
Female	290	286	98.62	1.38	54.90
Male	266	257	96.62	3.38	47.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	42	42	100.00	0.00	61.90
Hispanic or Latino	501	491	98.00	2.00	50.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	173	163	94.22	5.78	11.66
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	440	431	97.95	2.05	48.49
Students Receiving Migrant Education Services	24	22	91.67	8.33	40.91
Students with Disabilities	53	51	96.23	3.77	13.73

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	555	552	99.46	0.54	31.45
Female	290	290	100.00	0.00	29.76
Male	265	262	98.87	1.13	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	42	42	100.00	0.00	45.24
Hispanic or Latino	500	497	99.40	0.60	30.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	173	171	98.84	1.16	7.60
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	439	436	99.32	0.68	29.20
Students Receiving Migrant Education Services	24	23	95.83	4.17	21.74
Students with Disabilities	53	52	98.11	1.89	14.00

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.48	24.87	19.00	26.05	29.47	30.29

2022-23 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	194	193	99.48	0.52	24.87
Female	104	104	100.00	0.00	23.08
Male	90	89	98.89	1.11	26.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	16	16	100.00	0.00	31.25
Hispanic or Latino	174	173	99.43	0.57	24.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	54	53	98.15	1.85	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	154	99.35	0.65	22.73
Students Receiving Migrant Education Services	13	12	92.31	7.69	25.00
Students with Disabilities	16	16	100.00	0.00	6.25

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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.

2023-24 Opportunities for Parental Involvement

Parental involvement plays a pivotal role in the overall success of Almond Tree Middle School, offering numerous avenues for parents to actively engage in their child's educational journey. At our school, we take pride in providing diverse opportunities for parents/guardians to participate and connect with their child's middle school experience. To foster active involvement in students' academic lives, we ensure that relevant information is easily accessible on the school site. We employ various communication tools, including personal phone calls, an updated school website, ParentSquare messaging system, the school marquee, mailed letters, social media platforms (Twitter, Instagram, and Facebook), Class Dojo, and school/district flyers, encouraging parents to participate, engage in dialogue, and stay connected with the school community. Almond Tree Middle School actively encourages parents to take part in different capacities, such as joining the District English Language Advisory Council (DELAC), participating in Parents of Future Scholars classes, or becoming members of our site English Language Advisory Council (ELAC) and School Site Council (SSC). Furthermore, parents can volunteer alongside others to support various school activities, including rewarding students for positive behavior, participating in school carnivals, dances, and end-of-year events. Opportunities for parents to contribute extend to speaking during career day, attending technology meetings, parent-teacher conferences, and various other school functions. Our school site administration maintains an open-door policy, inviting parents to discuss any concerns they may have.

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

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	591	576	74	12.8
Female	309	300	41	13.7
Male	282	276	33	12.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	5	5	3	60.0
Filipino	42	42	1	2.4
Hispanic or Latino	534	520	70	13.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	3	2	0	0.0
English Learners	189	181	24	13.3
Foster Youth	2	2	0	0.0
Homeless	10	9	3	33.3
Socioeconomically Disadvantaged	550	542	72	13.3
Students Receiving Migrant Education Services	26	26	4	15.4
Students with Disabilities	60	57	12	21.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.18	2.54	0.00	1.30	1.82	0.20	3.17	3.60
Expulsions	0.00	0.00	0.51	0.00	0.03	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.54	0.51
Female	1.29	0
Male	3.9	1.06
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.81	0.56
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	4.23	0.53
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.55	0.36
Students Receiving Migrant Education Services	3.85	0
Students with Disabilities	6.67	1.67

2023-24 School Safety Plan

Almond Tree Middle School prioritizes the safety of its students and staff through a well-rounded set of strategies addressing various aspects of school security. These strategies encompass detailed information on school crime status, incorporating elements such as safe school programs, child-abuse reporting procedures, disaster-response protocols, and suspension and expulsion policies in accordance with the California Education Code. Additionally, the school adheres to the District's Discipline Handbook and Sexual Harassment Policy, enforces a school dress code, and establishes procedures and rules for safety during commuting and school hours. To ensure a thorough understanding and implementation of these safety measures, a comprehensive staff meeting is convened at the beginning of each school year. During this meeting, all staff members engage in discussions regarding safety procedures for the upcoming school year. Both staff and students participate in ongoing drills for disasters, lock-downs, and evacuations. The school's safety committee routinely reviews and updates the safety plan, with final approval granted by the school site council each academic year. The most recent review and approval of the Safety Plan occurred on January 25, 2024.

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	

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	0
Mathematics	19	17	6	0
Science	21	12	7	0
Social Science	19	15	6	0

2022-23 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	550

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$81,956
Percent Difference - School Site and District	N/A	N/A	-2.3	-0.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-0.5	-9.0

Fiscal Year 2022-23 Types of Services Funded

In the academic year 2022-2023, Almond Tree Middle School secured funding from Title I, Title III, and Local Control (LCAP) sources. These funds serve to bolster general education, support special education initiatives, and contribute to federally funded supplemental projects. Almond Tree allocates these funds to various critical supports and resources, including a health-care aide, library technician, materials, and supplies. Additionally, the funding is utilized for the procurement of technology equipment, resource teacher services, learning coordination efforts, academic counseling, intervention programs, and staff development initiatives.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,472	\$54,215
Mid-Range Teacher Salary	\$80,009	\$86,843
Highest Teacher Salary	\$106,863	\$111,440
Average Principal Salary (Elementary)	\$124,549	\$140,851
Average Principal Salary (Middle)	\$129,532	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$222,650	\$252,466
Percent of Budget for Teacher Salaries	30.57%	33.16%
Percent of Budget for Administrative Salaries	6.69%	5.15%

Professional Development

The primary focus areas for staff development in the 2022-2023 school year at Almond Tree Middle School revolve around reading and writing. This emphasis stems from the decision to address these critical areas, given our school's non-participation in state testing during the previous academic year. To gauge instructional needs accurately, the site administration utilized STAR Reading and Math assessments. The learning coordinator plays a pivotal role in facilitating Structured Time for Professional Learning (STPT), guiding teachers on effective instructional strategies. To enhance in-house professional development, Almond Tree Middle School leverages the expertise of our site learning coordinator and utilizes district-provided resources for additional training when necessary. Teachers receive ongoing support during the implementation phase through in-class coaching, teacher-administration meetings, and the analysis of student data using Individualized Assessment Blocks (IABs) and Formative Individualized Assessment Batteries (FIABs). Furthermore, Almond Tree has offered staff guidance on best practices for distance learning, focusing on student engagement, mitigating learning loss, and establishing Social-Emotional Learning (SEL) connections. This developmental approach remains crucial in our ongoing work-from-home environment.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	25	35	35