

# Almond Tree Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

School Contact Information	
<b>School Name</b>	Almond Tree Middle School
<b>Street</b>	200 West 15th Ave.
<b>City, State, Zip</b>	Delano, CA 93215-1816
<b>Phone Number</b>	(661) 721-3641
<b>Principal</b>	Mr. Rodney Del Rio
<b>E-mail Address</b>	rdelrio@duesd.org
<b>Web Site</b>	www.duesd.org/almond
<b>CDS Code</b>	15634046115471

District Contact Information	
District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
E-mail Address	rrivera@duesd.org
Web Site	www.duesd.org

### School Description and Mission Statement (School Year 2018-19)

Almond Tree Middle School, Home of the Lions, is one of three middle schools in the Delano Union School District. The DUSD consists of 8 elementary schools, 3 middle schools, and 1 K-8 school that make up our fantastic school district. The Delano Union School District is committed to academic excellence.

Almond Tree Middle School opened its doors in 1997 and is the current home to 604 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 students are Socioeconomic disadvantage and about 41% of our students are English Learners.

Almond Tree's staff consists of a total of 30 teachers. Twenty three are regular education teachers, four are special education teachers, 1 band teacher, and 1 resource teacher and 1 academic behavior intervention teacher. 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, one full time shared social worker, 1 Americorp mentor, eight special education instructional aides, 1 librarian, and 4 office clerks and 1 school site secretary. To round out the staff we have three custodians, 1 campus supervisor, 3 noon duty aides, 4 cafeteria staff, and two school site administrators.

Students take classes in math, science, language arts, social studies, physical education, and elective courses. Students that may be struggling, Almond Tree provides targeted after school intervention. For the 18-19 school year, our teachers have structured the trimester long intervention course to be much more deliberate in how the students are grouped and how intervention will be delivered. We also offer an Algebra 1 math course to our advanced math students and a foreign language course (Spanish) in which students that pass will earn high school credit. 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 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.

### Beliefs

- All students can learn with a growth mindset.
- Students learn best in a safe, orderly, responsible, and inviting environment.
- Students will epitomize school-wide expectations.
- Students are entitled to quality work and instruction on a daily basis.
- School Community is accountable for the success of the school.
- Provide successful skill-building opportunities for students that have yet to master Common Core State Standards.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	222
Grade 7	207
Grade 8	199
Total Enrollment	628

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	8.6
Hispanic or Latino	88.9
Native Hawaiian or Pacific Islander	0.5
White	0.5
Socioeconomically Disadvantaged	93.9
English Learners	46.8
Students with Disabilities	12.3
Foster Youth	0.3

## 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.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	30	28	324
Without Full Credential	5	2	2	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: July 2016

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:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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, Algebra 1 - 2009.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Science 6: Pearson Prentice Hall, California Science Explorer, Focus on Earth Science - 2008. Science 7: Pearson Prentice Hall, California Science Explorer, Focus on Life Science - 2008. Science 8: Pearson Prentice Hall, California Science Explorer, Focus on Physical Science - 2008.	Yes	0
<b>History-Social Science</b>	History-Social Science 6: Holt Rinehart & Winston, Holt California Social Studies, World History/Ancient Civilizations - 2006. History-Social Science 7: Holt Rinehart & Winston, Holt California Social Studies, Medieval to Early Modern Times - 2006. History-Social Science 8: Holt Rinehart & Winston, Holt California Social Studies, United States History, Independence to 1914, 2006.	Yes	0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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 the regular school hours and evening hours as well. Almond Tree has a school safety plan that is updated annually and within the safety plan has clear expectations for student behavior. Students are supervised on school grounds by the campus supervisor, administration, teachers, and morning/noon /after school duty aides. A School Resource Officer is also on site various days of the week and is always on call if needed. Almond Tree has designated students areas where they can gather during their break and lunch at this time that is supervised at all times. Teachers are assigned supervision during all morning breaks. Students are supervised at lunch by the campus supervisor, three noon-duty aides, and administration. 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 25 classrooms in use (15 permanent and 10 portable), three computer 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.

**School Facility Good Repair Status (Most Recent Year)**

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: October 31, 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: October 31, 2018</b>	
<b>Overall Rating</b>	<b>Exemplary</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	36.0	34.0	36.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	23.0	19.0	23.0	26.0	37.0	38.0

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

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

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	620	612	98.71	33.82
Male	328	325	99.09	30.15
Female	292	287	98.29	37.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	52	52	100.00	61.54
Hispanic or Latino	553	546	98.73	30.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	578	571	98.79	33.10
English Learners	395	390	98.73	19.74
Students with Disabilities	69	69	100.00	4.35
Students Receiving Migrant Education Services	43	43	100.00	20.93
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	623	617	99.04	19.45
Male	330	327	99.09	21.41
Female	293	290	98.98	17.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	52	52	100	48.08
Hispanic or Latino	556	550	98.92	16.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	581	575	98.97	18.43
English Learners	395	392	99.24	9.69
Students with Disabilities	69	69	100	0
Students Receiving Migrant Education Services	43	43	100	11.63
Foster Youth	--	--	--	--

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

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

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



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	17.3	14.2	34.0

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

## C. Engagement

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

Parental involvement is 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 is for parents/guardians to have information readily accessible. We have many modes of communication in which the school encourages parents/guardians to participate, dialogue and be engaged with the school. Some of those communication tools utilized are: personal phone calls, updated school website, In-Touch phone system, the school marquee, mailed letters, school site social media pages (Twitter and Facebook), 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 Parent University classes, or become members of our 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 will always have an open door policy to meet with parents to discuss their 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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	9.4	4.8	2.5	2.8	2.4	2.5	3.7	3.7	3.5
<b>Expulsions</b>	0.1	0.0	0.3	0.1	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 February 21, 2018.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	22.0	9	13		22.0	9	11		20.0	19	11	
<b>Mathematics</b>	19.0	16	10		20.0	18	7	1	18.0	24	6	
<b>Science</b>	22.0	10	12		22.0	10	8		21.0	11	8	
<b>Social Science</b>	23.0	8	13		23.0	8	11		21.0	11	8	

Note: Number of classes indicates how many classrooms 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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	1	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0.5	N/A
<b>Social Worker</b>	0.5	N/A
<b>Nurse</b>	0.5	N/A
<b>Speech/Language/Hearing Specialist</b>	0.5	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

<b>Level</b>	<b>Expenditures Per Pupil</b>			<b>Average Teacher Salary</b>
	<b>Total</b>	<b>Supplemental/ Restricted</b>	<b>Basic/ Unrestricted</b>	
<b>School Site</b>	\$6,653.44	1037.87	5615.56	72030.63
<b>District</b>	N/A	N/A	6884.01	\$74,654
<b>Percent Difference: School Site and District</b>	N/A	N/A	-20.3	-5.5
<b>State</b>	N/A	N/A	\$7,125	\$80,910
<b>Percent Difference: School Site and State</b>	N/A	N/A	-69.1	-11.6

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

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

**Types of Services Funded (Fiscal Year 2017-18)**

During the 2017-2018 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, intervention programs and staff development.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,323	\$50,084
Mid-Range Teacher Salary	\$72,446	\$80,256
Highest Teacher Salary	\$97,457	\$100,154
Average Principal Salary (Elementary)	\$111,829	\$125,899
Average Principal Salary (Middle)	\$116,605	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$202,704	\$222,447
Percent of Budget for Teacher Salaries	33.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

**Professional Development (Most Recent Three Years)**

During the last three years, the following was dedicated to the development of school personnel either before the school year or once the school year has concluded: 2016-2017: 3 days, 2017-2018 3 days, 2018-2019 3 days.

Almond Tree Middle school staff is encouraged to continually participate in professional development activities. At the start of the school year, English Language Arts, Math and Science teachers have the opportunity to attend professional development meetings to continue the development and implementation of the Common Core standards as well as Next Generation Science Standards (NGSS). Throughout the year, teachers attend professional conferences, workshops/trainings and seminars such as California Science Teachers Association (CSTA), Computer Using Educators (CUE), Advancement Via Individual Determination (AVID), California Mathematics Council (CMS), California STEAM Symposium, and Safety meetings . ATMS has a built in late start Wednesday schedule for teacher collaboration as well as staff development meetings. The goal of professional development is for teachers to utilize best teaching strategies to improve classroom instruction, analyze assessment/achievement results and to increase collaboration among professionals. District coaches in the areas of math, language arts, and English language development also conduct professional development and offer coaching for teaching staff.