

Cactus Intermediate School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Cactus Intermediate School
Street	3243 East Avenue R-8
City, State, Zip	Palmdale, CA 93550-5690
Phone Number	(661) 273-0847
Principal	Ruth James
E-mail Address	rvjames@palmdalesd.org
Web Site	http://www.palmdalesd.org/ca
Grades Served	7-8
CDS Code	19648576105613

District Contact Information	
District Name	Palmdale Elementary School District
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	DJNardi@palmdalesd.org
Web Site	www.palmdalesd.org

School Description and Mission Statement (Most Recent Year)

School Mission:

The mission of Cactus Intermediate School is to implement our vision while providing a rigorous and relevant education, social skills, and a safe learning environment through continued collaboration with parents, students and staff so our student can reach their full potential.

School Vision:

Cactus Intermediate students will leave with the skills to succeed in high school and beyond: higher education, career, and global society.

School Description:

Cactus Intermediate School provides an educational environment rich in literacy and problem solving to ensure that all students are prepared for the rigor of high school and the challenges of the future. Cactus students will achieve the Common Core State Standards through a sequential, balanced, and rigorous curriculum which includes the strategies of the 4 C's - communication, collaboration, creativity, and critical thinking - in all areas of teaching and learning. The partnership of community, parents, and staff will provide continuing support to ensure that all students become proactive citizens.

Cactus Intermediate School is located in Palmdale, California, in the High Desert area north of Los Angeles. The school is one of 26 in the Palmdale School District, and one of five intermediate schools in the district. The school consists of 42 regular classrooms, a library, computer lab, science lab, teacher lounge, media center/teacher workroom, cafeteria, with a stage, gym, and office area.

Cactus Intermediate School supports the Palmdale School District Vision and Mission.

Core Values:

1. EXCELLENCE: We will only accept excellence in our pursuit of student achievement.
2. ACCOUNTABILITY: We are responsible for unleashing the unlimited potential for each student, recognizing that we each play a critical role in his or her success and we are obligated to aspire to be our best as we pursue excellence in student achievement.
3. DIVERSITY: We embrace and celebrate the diversity in our community, valuing our cultural richness, multiple perspectives, and the varied contributions we all make to advance student achievement.
4. INTEGRITY: We treat each member of our whole community with dignity and respect, valuing relationships based on honesty and compassion, as we work collectively to advance student achievement.
5. COMMUNITY: We will be productive, honorable members of our community, advancing the interest of student achievement, civic pride and active participation in our democratic process.
6. TRANSPARENCY: We are dedicated to open and honest communication as we make all decisions impacting student achievement. We value input from our community as it relates to our pursuit of educational excellence.

In addition to a Principal and two Assistant Principals, Cactus has a teaching staff of 41 teachers. Twenty three of our teachers hold single subject credentials, eleven have multiple subject credentials, and seven have specialist credentials in Special Education. All are CLAD certified or SDAI trained.

The staff at Cactus plans to continue to refine the work we have done in Professional Learning Communities. Teachers share a common prep time by subject area to collaborate, plan, analyze data, and create Common Formative Assessments for intervention or enrichment. Teachers will utilize the training they received to continue with EDI and the TESS framework supported by Administration. Cactus staff will continue to work with the Palmdale School District to provide professional development on the Common Core State Standards.

Student data, such as CFAs, CELDT scores, PSD Local Progress Monitoring assessments and prior year grades, are used to place students in programs best suited to their academic needs. District and state approved curriculum, extended time on task, and intervention help support students' academic achievement.

All students are administered regular assessments to monitor progress. Students' change of placement is based on academic performance on benchmark assessments and teacher recommendation.

Enrollment for the 2014/15 school year is 834. The student population includes 6% Caucasian, 71% Hispanic, 19% African American, and 4% other. In addition, Students with Disabilities is 14%, 19% are English Language Learners, 24% of our students are Reclassified English Language Proficient, and 6% are GATE.

97.12 of the students qualified for free and/or reduced meals. This means approximately 809 students receive free and/or reduced meals.

At Cactus Intermediate School, highly trained and dedicated staff offer rigorous curriculum that is research-based and proven to be highly effective. Teaching strategies capitalize on varied learning styles of students to develop the academic, social, emotional and physical dimensions of every child. School leadership, teachers, students, and parents form a community of learners working together to achieve world-class standards.

Expected Schoolwide Learning Results (ESLRs) have been created and written by teachers, parents, and students. Students will acquire the cognitive skills that will enable them to participate successfully in the educational mainstream through extensive emphasis on language development, literacy and critical thinking skills. Students will develop interpersonal skills that will enable them to interact productively with children and adults of varied economic and/or cultural backgrounds through instructional programs that promote multicultural appreciation and cooperative learning. Students will also develop a high self-esteem and personal standards and be technologically literate for the 21st century.

Teaching and learning is supported by optimum conditions in school facilities, climate and safety. Facilities are modern and technology is advanced, incorporating equipment and other teaching tools that prepare students to enter higher education and /or the workplace with levels of competence for immediate success. The Cactus campus and classrooms are clean, attractive and well maintained to provide an environment where students can achieve at the highest levels, and staff can deliver services at their maximum efficiency and effectiveness.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	453
Grade 8	417
Total Enrollment	870

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	17.1
American Indian or Alaska Native	1
Asian	0.3
Filipino	1.1
Hispanic or Latino	73
White	6.2
Two or More Races	0.5
Socioeconomically Disadvantaged	90.8
English Learners	20.2
Students with Disabilities	16.7
Foster Youth	3.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	43	42	31	664
Without Full Credential	0	1	3	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	2	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	45.1	54.9
All Schools in District	76.4	23.6
High-Poverty Schools in District	76.4	23.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

All students are provided with appropriate textbooks in each curriculum area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
Mathematics	Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

A priority of Cactus Intermediate School is to provide a safe, secure, comfortable, and clean environment for learning. All entrances to the school, with the exception of the front office, remain locked during school hours. Supervisory staff is clearly identified and all visitors must check in with the office. The custodial staff performs basic cleaning operations in each classroom and other school facilities every day. Teachers and staff make every effort to keep students safe on school grounds before, during, and after the school day. We take pride in keeping our school grounds and buildings clean on a regular basis. It is our goal to maintain our classrooms and restrooms in a clean and orderly manner. Our staff monitors the hallways and restrooms on a regular basis.

The district’s goal is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	27	30	44
Mathematics	10	19	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	473	454	96.0	46	27	23	3
	8	439	429	97.7	38	33	25	4
Male	7		232	49.0	56	24	17	2
	8		229	52.2	51	27	19	3
Female	7		222	46.9	36	31	28	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		200	45.6	24	40	32	5
Black or African American	7		78	16.5	62	19	15	1
	8		80	18.2	51	33	16	0
American Indian or Alaska Native	7		4	0.8	--	--	--	--
	8		5	1.1	--	--	--	--
Asian	7		2	0.4	--	--	--	--
	8		2	0.5	--	--	--	--
Filipino	7		5	1.1	--	--	--	--
	8		5	1.1	--	--	--	--
Hispanic or Latino	7		327	69.1	44	29	24	3
	8		304	69.2	35	34	26	4
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
White	7		30	6.3	33	30	27	7
	8		31	7.1	32	29	32	6
Two or More Races	7		2	0.4	--	--	--	--
	8		1	0.2	--	--	--	--
Socioeconomically Disadvantaged	7		406	85.8	46	27	22	3
	8		371	84.5	40	34	23	3
English Learners	7		108	22.8	72	22	6	0
	8		69	15.7	71	25	4	0
Students with Disabilities	7		66	14.0	83	12	3	0
	8		60	13.7	68	30	2	0
Students Receiving Migrant Education Services	7		4	0.8	--	--	--	--
	8		1	0.2	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	473	453	95.8	63	27	8	2
	8	439	423	96.4	65	23	8	3
Male	7		228	48.2	66	26	6	1
	8		224	51.0	66	22	8	4
Female	7		225	47.6	60	29	9	2
	8		199	45.3	65	25	7	3
Black or African American	7		76	16.1	74	17	7	3
	8		77	17.5	84	12	4	0
American Indian or Alaska Native	7		4	0.8	--	--	--	--
	8		4	0.9	--	--	--	--
Asian	7		2	0.4	--	--	--	--
	8		2	0.5	--	--	--	--
Filipino	7		5	1.1	--	--	--	--
	8		5	1.1	--	--	--	--
Hispanic or Latino	7		328	69.3	61	29	8	2
	8		303	69.0	61	27	8	4
Native Hawaiian or Pacific Islander	7		1	0.2	--	--	--	--
	8							
White	7		30	6.3	57	37	7	0
	8		30	6.8	57	23	17	3
Two or More Races	7		2	0.4	--	--	--	--
	8		1	0.2	--	--	--	--
Socioeconomically Disadvantaged	7		407	86.0	63	27	7	2
	8		366	83.4	68	22	7	3
English Learners	7		108	22.8	80	19	1	0
	8		69	15.7	96	4	0	0
Students with Disabilities	7		66	14.0	88	12	0	0
	8		60	13.7	100	0	0	0
Students Receiving Migrant Education Services	7		4	0.8	--	--	--	--
	8		1	0.2	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	57	50	53	48	48	49	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	53
Male	56
Female	48
Black or African American	42
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	54
White	62
Two or More Races	--
Socioeconomically Disadvantaged	21
English Learners	14
Students with Disabilities	52
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.30	25.50	15.20

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

Family and community involvement are an integral part of the learning process. Cactus has made every effort to involve parents, families, and the community in our students' education. Workshops and resources have been developed and are available for use by parents and the community to enhance each child's educational pursuit. Bilingual office personnel allows all of our families the opportunity to speak with school staff regarding their child(ren).

Cactus has implemented a variety of parent academies, meetings, and special night programs that involve parents and the community in the student learning process, including School Site Council, English Learner Advisory Council, Parent Academy, Positive Parenting Workshops, Parent Institute for Quality Education (PIQE), our annual Cactus College Night, Adult Home Economics class, Gate Parent Meetings, and Title I Meetings. We also keep parents informed through Blackboard phone calls, our Marquee, Peachjar, and newsletters home. All of our home-school communication is in both English and Spanish. In addition, upon a recommendation from our ELAC, Cactus purchased translating headsets to be used at all of our family functions.

We actively make the best use of parents who offer to participate and/or volunteer at the school. The Cactus School Site Council (SSC) is composed of the principal, representatives of teachers selected by teachers at the school, other school personnel selected by peers at the school, parents of pupils attending the school selected by parents, and students selected by students. The SSC develops the Single Plan for Student Achievement which addresses how categorical funds will be used to improve academic performance. The SSC meets monthly to also discuss and revise the SPSA as needed.

The Cactus English Learners Advisory Council (ELAC) meets monthly and is composed of parents and legal guardians of English Learner students. The ELAC is responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA). In addition, the ELAC assists the school in the development of the needs assessment, the annual language census, and ways to make parents aware of the importance of regular school attendance.

Cactus teachers communicate often with parents regarding student academic progress and achievement through parent teacher conferences and email. We have an online grade book through Infinite Campus that allows parents to use the "Parent Portal" to view students' assignments and grades. Teachers contact parents when necessary regarding students' progress to keep an open door policy. Also, progress reports are sent home every six weeks and report cards are sent home each semester.

Our school welcomes community support for our students to excite them about options available to them outside of school. We have speakers, sport teams, assemblies, and presenters visiting to discuss options for our students after junior high and high school.

Cactus Intermediate School has many ties to the community including Builder's Club, which is sponsored by the Kiwanis Club of Palmdale West. Formed in the fall of 2011, the students in this group learn leadership through community service. Some of the community service activities that Builder's Club has been involved with include a Food drive for Grace Resources, Making Strides for Cancer, Toiletries for Homeless, Coin drive for UNICEF, and Relay for Life.

None of these activities at Cactus Intermediate could continue without the support of the families at Cactus Intermediate School.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	14.77	18.36	15.77	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.08	0.00	0.29	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Cactus Intermediate School is a safe learning environment for students. According to the 2014/15 "Title I Parent Involvement Survey Spring 2015 Report," 76.92% of Cactus parents and families responded "Always" on the following statement: "The school's campus is a safe place." Another 7.69% responded "Sometimes," while 0% responded "Never." We have a school deputy as well as our campus security.

Cactus Intermediate updates its disaster plan annually to accommodate for personnel and/or facility changes. Community input is sought in the development of the plan.

Monthly safety Committee meetings are held at Cactus. Safety committee members volunteer their time. The chairperson of the Cactus Safety Committee also represents our school at the monthly district Safety Committee meetings. In addition, staff members are encouraged to report safety hazards and/or concerns to our Safety Suggestion Box as needed.

Disaster supplies are checked annually to ensure proper quantities of supplies are available. Our designated disaster shed holds our well stocked inventory that may be necessary in the event of an emergency. Staff members and students participate in monthly practice drills for fires, earthquakes, and lock downs, as well as the annual Southern California Great Shake Out disaster drill.

A priority of Cactus Intermediate School is to provide a safe, secure, comfortable, and clean environment for learning. All entrances to the school, with the exception of the front office, remain locked during school hours. Supervisory staff is clearly identified and all visitors must check in with the office. The custodial staff performs basic cleaning operations in each classroom and other school facilities every day. Teachers and staff make every effort to keep students safe on school grounds before, during, and after the school day. We take pride in keeping our school grounds and buildings clean on a regular basis. It is our goal to maintain our classrooms and restrooms in a clean and orderly manner. Our staff monitors the hallways and restrooms on a regular basis.

The district's goal is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

Cactus Intermediate schools houses 41 classrooms, a computer lab, library, multipurpose room, gymnasium, and two locker rooms for PE classes. Each class is equipped with desks, chairs, and whiteboards. All classrooms have SMART boards.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	24
Percent of Schools Currently in Program Improvement	N/A	88.9

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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+
English	22	25	25	1	21	31	13	10	23	21	20	4
Mathematics	23	19	25	3	23	14	24	1	21	22	11	4
Science	26	9	24	7	26	7	7	6	26	12	10	11
Social Science	26	10	23	7	25	11	22	4	26	10	18	5

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist		N/A
Other		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$1,067.05	\$612.88	\$454.17	\$68,552.06
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	433.8	3.3
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-90.3	-3.2

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

Types of Services Funded (Fiscal Year 2014-15)

Grade levels and departments meet weekly in Professional Learning Communities to discuss district benchmark assessments, as well as common formative assessments created by teachers. The teachers use this information to guide the instruction in their classrooms as well as targeted intervention.

Students receive support in their core ELA and Math classes through smaller class size and supported by tutors. Replacement ELA curriculum for our seventh grade SPED students is Language! This is a Program 5 stand-alone program that is an alternative to the basic ELA core program for special education students. These double block intervention periods are designed to accelerate student learning and close the achievement gap.

Approximately 20% of the students at Cactus are English Language Learners (ELLs). In place of an elective, ELL students take an additional block of language arts/English Language Development. ELL students take the California English Language Development Test (CELDT) in the fall of each school year. Reclassification is considered in November and April of each school year and is based on four criteria: 1) Student must score Early Advanced or above on the Overall Student Proficiency Level of the CELDT, 2) *Student must score Standard Nearly Met' on the SBAC or Standard Met' on the ELA LPM OR'Standard Met'/Benchmark on the (grade level) MAZE Assessment.

3) Student must score a "C" or better in Language Arts on their report card, and 4) Student must score a "C" or better in Mathematics on their report card. RFEP students are monitored for two years. In addition, ELL students scoring in the Intermediate range for three or more years are put on "Catch Up Plans." Catch Up Plans are given to teachers to monitor students' progress on benchmark assessments and report cards throughout the year, as well as document interventions. Twenty one students were reclassified in 2010/11, 23 students were reclassified in 2011/12, in 2012/13 thirty six students, and in 2013/14 thirty seven, where in 2014/15, we had sixty six that were reclassified out of ELD.

Cactus has four SDC classrooms and three RSP classes. These students are provided remedial services dictated by their Individualized Education Plan (IEP). RSP teachers carry a maximum caseload of 28 diagnosed and qualified students.

Students with speech and language disorders also receive designated instruction and services in language, speech, and hearing. Adaptive physical education is provided for those students with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program or in a specially designed physical education program in a special class.

Cactus currently has three AVID classes – two seventh grade and one eighth grade. The primary purpose of the Advancement Via Individual Determination (AVID) program is to provide a college preparatory program for students in the middle, who are often economically disadvantaged and underachieving. The program enables disadvantaged secondary students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

AVID research shows that students in the middle who take AVID have a better chance of succeeding in high school and pursuing a higher education. Current data shows that AVID students are more likely to: 1) Complete the A-G curriculum; 2) Pass the California High School Exit Exam (CAHSEE) and graduate from high school; 3) Enroll in a four-year college or university; and 4) Take Algebra I in 8th grade.

GATE students make up 6% of our student population. GATE students are clustered in Honors classes in each of the core subject areas. Teachers of GATE students meet with parents to complete Individualized GATE Plans (IGPs) during the school year.

A high level of student participation exists at Cactus. Students are involved in community service, leadership, clubs, service learning, and other school activities. Teachers have volunteered their time before, during, and after school to allow students the experience of co-curricular and extra-curricular activities.

We currently have seven clubs on campus. Approximately sixteen staff members are serving as faculty advisers. The clubs range from political interests to community service, entertainment, and social issues.

The Associated Student Body (ASB) is the student government and leadership class at Cactus Intermediate School. The Leadership Class is a year-long elective that is open to 7th and 8th grade students who are highly motivated to improve their leadership skills by their involvement in classroom activities, student government, student & staff recognition programs, student activities, and school/community service. The ASB is a student-led organization, headed by a student body President and governed by parliamentary procedures. The ASB plans school events, approves the expenditure of ASB finances, and is responsible for representing the student voice throughout the school. The ASB has formed a strong partnership with teachers and administration to make the student body's experience at school enjoyable.

An additional leadership group is the Builder's Club, which is sponsored by the Kiwanis Club of Palmdale West. Formed in the fall of 2011, the students in this group learn leadership through community service.

Numerous students within the school have also participated in academic competitions, such as the Science Olympiad, Cyberquest, Pentathlon, and service learning through CERT, sponsored by the Los Angeles County Sheriff's Department.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
Percent of Budget for Administrative Salaries	5%	6%

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)

Teachers meet frequently within and across grade levels in professional learning communities to plan and discuss what they are doing and how to coordinate instruction. Professional Development is based on District initiatives such as the Palmdale Promise, AVID, Creating a College-going Culture, our district grading policy and book studies that address the needs of our at-risk students.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, and intervention programs. Administration training focuses on addressing the needs of at-risk students and implementation of the Common Core.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, and work with mentors and grade level or departmental colleagues.