

Tamarisk Elementary 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	Tamarisk Elementary School
Street	1843 East Avenue Q-5
City, State, Zip	Palmdale, CA 9355-
Phone Number	661.225.9647
Principal	Martin Herrera
E-mail Address	mherrera@palmdalesd.org
Web Site	www.palmdalesd.org
Grades Served	K-6
CDS Code	19-64857-0129973

District Contact Information	
District Name	Palmdale School District
Phone Number	(661) 947-7197
Superintendent	Raul Maldonado
E-mail Address	DJNardi@palmdalesd.org
Web Site	palmdalesd.org

School Description and Mission Statement (Most Recent Year)

Mission Statement: Tamarisk Elementary will be recognized regionally as the finest elementary school, offering innovative, academic choices and opportunities for success in the 21st Century.

Tamarisk Elementary serves a diverse and transient community of approximately 850 students in grades Transitional Kindergarten/Kindergarten through 6th of which approximately 97% or more are eligible for free or reduced lunch. 75% of the student population is Hispanic/Latino; the African American population comprises 22%; Caucasian is 2% and other comprises 1%. Tamarisk's English Language Learner population consists of 210 students. We currently have 32 RFEP students, 11 Special Day Class students (1st) and 39 Resource Students (K-6). Tamarisk's staff is composed of a variety of professionals providing services that include: 1 Assistant Principal, 1 Learning Support Teacher 1.5 Resource Specialist, 1 Speech Specialist, 1 mild/moderate Special Day Classroom Teacher serving a first grade SDC class, and 1 Psychologist. Tamarisk has 12 classified employees and 8 casual employees. Of the 12 classified positions, 1 of them is an instructional aide that assist a classroom teacher in first grade with 9 SDC students. The entire staff consists of a Principal, Assistant Principal, one Learning Support Teacher, 31 General Education teachers, one Secretary, one Health Aide, and one part-time Bilingual Typist Clerk. Tamarisk has 40 student computers in a computer lab and 80 lab tops in 4 mobile computer carts. There are also approximately 32 additional computers used by teachers and staff. Tamarisk has one functioning computer lab with a smart board. Tamarisk is also fortunate to have 1 computer tech who assists teachers and maintains the lab. Tamarisk has a library with a four-hour library aide and 6 computers that assist students with research opportunities and activities. At Tamarisk, the use of OARS is fully implemented, allowing teachers and other key staff members to have access to student academic records. Teachers utilize grade level meetings as well as post-assessment meetings to focus and collaborate on specific academic areas of need, creating an action plan designed to improve student achievement. Essential standards have been identified and targeted at each grade level. We will use the local Common Core Progress Monitoring Assessment as a baseline to monitor student progress. We will fully implement the California Assessment of Student Performance and Progress (CASPP) for the first time this year.

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

Grade Level	Number of Students
Kindergarten	174
Grade 1	112
Grade 2	131
Grade 3	110
Grade 4	110
Grade 5	92
Grade 6	83
Total Enrollment	812

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	30.2
American Indian or Alaska Native	1.6
Asian	0.2
Filipino	0.1
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	0.1
White	3.3
Two or More Races	1
Socioeconomically Disadvantaged	96.2
English Learners	31.3
Students with Disabilities	8.7
Foster Youth	4.4

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		21	27	664
Without Full Credential		8	1	22
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments *		0	0
Vacant Teacher Positions		0	1

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	51.7	48.3
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

School Facility Conditions and Planned Improvements (Most Recent Year)

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	12	30	44
Mathematics	5	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	3	116	109	94.0	61	27	8	2
	4	119	114	95.8	67	19	11	2
	5	89	85	95.5	55	27	14	2
	6	81	78	96.3	47	37	10	1
Male	3		38	32.8	82	13	3	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		50	42.0	72	16	8	2
	5		41	46.1	68	24	2	2
	6		33	40.7	61	30	6	0
Female	3		71	61.2	49	34	11	3
	4		64	53.8	63	22	13	2
	5		44	49.4	43	30	25	2
	6		45	55.6	38	42	13	2
Black or African American	3		25	21.6	64	24	0	4
	4		34	28.6	79	9	9	0
	5		24	27.0	46	46	8	0
	6		17	21.0	41	29	18	6
American Indian or Alaska Native	3		2	1.7	--	--	--	--
	4		1	0.8	--	--	--	--
	5		2	2.2	--	--	--	--
Asian	6		1	1.2	--	--	--	--
Filipino	4		1	0.8	--	--	--	--
Hispanic or Latino	3		79	68.1	58	29	10	1
	4		73	61.3	64	25	8	1
	5		56	62.9	59	21	16	2
	6		56	69.1	50	38	9	0
Native Hawaiian or Pacific Islander	5		1	1.1	--	--	--	--
White	3		3	2.6	--	--	--	--
	4		4	3.4	--	--	--	--
	5		2	2.2	--	--	--	--
	6		3	3.7	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		100	86.2	60	28	8	2
	4		105	88.2	68	20	10	1
	5		74	83.1	53	27	16	3
	6		73	90.1	47	37	11	1
English Learners	3		38	32.8	53	32	13	3
	4		37	31.1	78	19	3	0
	5		23	25.8	74	26	0	0
	6		23	28.4	78	17	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		4	3.4	--	--	--	--
	4		8	6.7	--	--	--	--
	5		10	11.2	--	--	--	--
	6		11	13.6	100	0	0	0
Students Receiving Migrant Education Services	3		1	0.9	--	--	--	--
	4		1	0.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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	3	116	108	93.1	68	26	6	0
	4	119	111	93.3	72	19	7	1
	5	89	85	95.5	74	19	5	0
	6	81	78	96.3	68	28	3	0
Male	3		37	31.9	73	27	0	0
	4		48	40.3	71	21	6	2
	5		41	46.1	76	17	5	0
	6		33	40.7	76	21	0	0
Female	3		71	61.2	65	25	8	0
	4		63	52.9	73	17	8	0
	5		44	49.4	73	20	5	0
	6		45	55.6	62	33	4	0
Black or African American	3		24	20.7	67	21	8	0
	4		33	27.7	82	12	0	3
	5		24	27.0	75	21	0	0
	6		17	21.0	65	29	6	0
American Indian or Alaska Native	3		2	1.7	--	--	--	--
	4		1	0.8	--	--	--	--
	5		2	2.2	--	--	--	--
Asian	6		1	1.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	4		1	0.8	--	--	--	--
Hispanic or Latino	3		79	68.1	68	28	4	0
	4		71	59.7	72	20	8	0
	5		56	62.9	73	20	5	0
	6		56	69.1	68	29	2	0
Native Hawaiian or Pacific Islander	5		1	1.1	--	--	--	--
White	3		3	2.6	--	--	--	--
	4		4	3.4	--	--	--	--
	5		2	2.2	--	--	--	--
	6		3	3.7	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		100	86.2	66	27	6	0
	4		102	85.7	74	18	8	1
	5		74	83.1	73	20	5	0
	6		73	90.1	68	27	3	0
English Learners	3		38	32.8	74	24	3	0
	4		36	30.3	89	8	3	0
	5		23	25.8	83	17	0	0
	6		23	28.4	83	17	0	0
Students with Disabilities	3		4	3.4	--	--	--	--
	4		8	6.7	--	--	--	--
	5		10	11.2	--	--	--	--
	6		11	13.6	91	9	0	0
Students Receiving Migrant Education Services	3		1	0.9	--	--	--	--
	4		1	0.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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)			30			49			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	30
Male	32
Female	30
Black or African American	25
American Indian or Alaska Native	--
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	15
Students with Disabilities	31
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
5	20.70	19.50	7.30

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)

Tamarisk Elementary strives to provide a welcoming environment which encourages parent and community involvement. Parents and community members play an important role in the implementation of all educational programs at our school. Parents are also involved in school governance through our School Site Council, School Leadership, and English Language Advisory Committee (ELAC).

The School Site Council (SSC) meets eight times a year and consists of parents, teachers, staff members, and administration. The purpose of this committee is to review and assess the effectiveness of the Tamarisk School Accountability Plan. All parents and community members are welcome to attend. The English Learner Advisory Committee or ELAC meets monthly to advise the staff and administration on programs and services for English learning students. Back to School Night, Family Nights ,Parent Academy and Semester Award Ceremonies are also highly attended by Tamarisk parents and give Tamarisk students opportunities to shine in their academic and behavioral efforts. In order to make all parents feel welcome, Tamarisk provides translators on site for those who are not native English-speakers. The monthly Parent Roundtable allows parents to provide input/feedback on school programs and activities.

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			10.80	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions			0.00	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Tamarisk School Safety Plan encompasses all aspects of safety on campus. Included are: a responsibility plan for staff members during an emergency, a dispersal and organizational plan, school personnel responsibilities, various plans for different types of emergencies such as fire and earthquake. The school staff received a copy of the Tamarisk Safety Plan along with the Site Emergency Preparedness Plan. Under the leadership of the principal, assistant principal, and the site safety committee meet monthly to make decisions regarding strategies to improve the safety of the school, students, staff, and visitors. All teachers have received in-service training to review safety guidelines and expectations. Tamarisk executes a monthly fire drill, drop and cover drill, and yearly disaster drill.

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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		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 (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									29		12	
1									22	2	8	
2									26		8	
3									27		8	
4									28		8	
5									31		6	
6									28		6	
Other									28		2	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

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	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	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				
District	N/A	N/A		\$67,409
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

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 and lesson studies to plan and discuss California State Standards, Instructional Units and 21st Century Skills. A teacher survey is taken at the end of the school year that guides site professional development decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on the California State Standards, the California Standards for the Teaching Profession, and research-based practices.

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 weeknights 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, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities and teacher supervision of Comm California State Standards.

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