

Cactus Intermediate School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

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
CDS Code	19648576105613

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

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 California Content Standards through a sequential, balanced and grade appropriate curriculum supported by explicit direct instruction from trained and dedicated professionals. 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 25 in the Palmdale School District, and one of five intermediate schools in the district. The school consists of 41 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 follows the Palmdale School District Vision:

"Palmdale School District will be recognized regionally as the finest educational organization, offering innovative, academic choices and opportunities for success in the 21st Century."

Cactus Intermediate School follows the Palmdale School District Mission:

"The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century."

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.

Cactus has shown an up and down trend in state testing over the years. As a result Cactus was deemed "a persistently low achieving school" in 2010.

- 2002/03 – Cactus' API was 639
- 2003/04 – Cactus lost 20 API points
- 2004/05 – Cactus grew 4 API points
- 2005/06 – Cactus grew 19 API points
- 2006/07 - Cactus lost 31 API points
- Fall of 2007 - Cactus began the SAIT process
- 2007/08 - Cactus grew 39 API points
- 2008/09 - Cactus lost 23 API points. Cactus was labeled a Program Improvement School, Year 5, and exited the SAIT process

- 2009/10 - Cactus transitioned from a middle school (6th-8th grades) to an intermediate (7th-8th) campus with 928 students. Cactus grew 1 API point
- Fall of 2010 – Cactus became a “Turnaround School” and received three-year School Improvement Grant
- 2010/11 – Cactus grew 49 API points
- 2011/12 – Cactus was relocated to a new site, which resulted in an increase in enrollment of 200 students and an additional eight teachers were hired; Cactus grew another 49 API points
- 2012/13 - Cactus lost 26 API points

In the spring of 2010, Palmdale School District applied for and received a School Improvement Grant (SIG). Cactus received \$5.7 million dispersed over three years. The Principal, Assistant Principals, and 50% of the teaching staff were replaced. Other changes that occurred as a result of the grant included seventeen teachers were chosen to return to Cactus and an additional 23 teachers were interviewed and selected to join the Cactus staff, an additional 60 minutes of instruction each day, a support staff that included one Special Projects Teacher (to coordinate state and federal programs, SIG grant, and WASC), two Counselors, one Learning Support Teachers, one Math Intervention teacher, and an instructional coach, in addition to an additional 1.5 hours each week for teachers to work in Professional Learning Communities (PLCs) and certificated staff had an additional seven days added to their calendar for professional development.

In addition to a Principal and two Assistant Principals, Cactus has a teaching staff of 46 teachers. Twenty five of our teachers hold single subject credentials and twenty seven have multiple subject credentials. All are CLAD certified or SDAI trained.

During the first year of the SIG grant, Cactus increased its API by 49 points. During the second year of the SIG grant, Cactus grew another 49 points, placing us at 720. In its third and final year of the SIG grant Cactus lost 26 API points.

As we transition from being a SIG school, 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. With the extended day gone, Cactus staff will be replacing the Increased Learning Time (ILT) block with a 9:1 model of intervention to ensure students will receive support during the regular school day. Teachers will utilize the training they have received over the past three years to continue with EDI and the TESS framework supported by Administration and an Instructional Coach. Cactus staff will continue to work with the Palmdale School District to provide professional development on the transition to the Common Core.

Student data, such as CFAs, CELDT scores, PSD Common Core 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 2013/14 school year is 913. The student population includes 3.8% Caucasian, 53.5% Hispanic, 11.2% African American, and 29.6% unidentified. In addition, Students with Disabilities is 14%, 19% are English Language Learners, 27% of our students are Reclassified English Language Proficient, and 6% are GATE.

According to the 2012 CBEDS, 88% of the students qualified for free and/or reduced meals. This means approximately 790 students receive free and/or reduced meals. The student mobility rate in 2012/13 was 10%.

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.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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, Parent Institute for Quality Education (PIQE), Coalition for Educational Partnerships (CEP), our annual Cactus College Night, Gate Parent Meetings, and Title I Meetings. We also keep parents informed through School Messenger phone calls, our Marquee, 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. We have an online grade book through Aeries 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 coat drive, recycling project, a Toys for Teens drive, Free the Children coin drive, and Dog Tags for Soldiers.

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

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	34	37	33	41	44	42	54	56	55
Mathematics	21	30	23	47	49	43	49	50	50
Science	45	60	58	50	54	48	57	60	59
History-Social Science	27	40	34	36	42	38	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42	43	48	38
All Student at the School	33	23	58	34
Male	30	23	63	37
Female	37	23	53	30
Black or African American	21	14	44	19
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	34	24	59	35
Native Hawaiian/Pacific Islander				
White	48	25	64	37
Two or More Races	38	24		
Socioeconomically Disadvantaged	32	23	57	32
English Learners	12	9	30	12
Students with Disabilities	25	7	27	9
Students Receiving Migrant Education Services	28	33		

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.0	20.2	28.3

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	1	1	2
Similar Schools	3	6	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	49	49	-26
Black or African American	64	33	-21
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	46	50	-26
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	52	47	-24
English Learners	39	38	5
Students with Disabilities	55	67	1

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	921	694	14,833	744	4,655,989	790
Black or African American	149	620	2,305	695	296,463	708
American Indian or Alaska Native	3		89	727	30,394	743
Asian	3		115	850	406,527	906
Filipino	4		218	854	121,054	867
Hispanic or Latino	687	703	10,548	746	2,438,951	744
Native Hawaiian/Pacific Islander	0		23	773	25,351	774
White	56	738	1,121	795	1,200,127	853
Two or More Races	5		248	722	125,025	824
Socioeconomically Disadvantaged	836	692	12,561	731	2,774,640	743
English Learners	360	666	5,679	714	1,482,316	721
Students with Disabilities	158	529	1,946	590	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	25
Percent of Schools Currently in Program Improvement	---	92.6

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	510
Grade 8	535
Total Enrollment	1,045

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	17.9	White	5.7
American Indian or Alaska Native	0.5	Two or More Races	0.6
Asian	0.3	Socioeconomically Disadvantaged	88.5
Filipino	0.6	English Learners	40.3
Hispanic or Latino	73.1	Students with Disabilities	13.7
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	22.4	24	20	2	26.2	10	25	11	21	25	25	1
Mathematics	23.3	14	22	3	25	14	26	7	23	19	25	3
Science	26.6	5	26	2	28.5	6	21	13	26	9	24	7
Social Science	26.7	8	22	3	27.1	10	20	12	26	10	23	7

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Since moving sites in 2011, Cactus Intermediate School has been a safe learning environment for students. According to the 2012/13 “Title I Parent Involvement Survey Spring 2013 Report,” 29.2% of Cactus parents and families responded “Almost Always” on the following statement: “The school’s campus is a safe place.” Another 47.9% responded “Sometimes,” while only 4.2% responded “Never.”

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 lockdowns, 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. In addition, many classrooms have LCD projectors, overhead projectors, MOBIs and/or SMART boards.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	29.51	22.61	28.50	14.14	17.14	15.98
Expulsions	3.4	1.76	.19	0.69	0.43	.08

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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.

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School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: Dec 2013				
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]	[]	[]	
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 Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	43	55	40	812
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	9	2	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	2	0
Vacant Teacher Positions	0	0	2

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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.4	0.6
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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	475
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	.5	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist		---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012-June

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	K-6: Scott Foresman-Addison Wesley enVision Math California 2009 7: Prentice Hall Pre-Algebra California Edition 2009 8: Prentice Hall Algebra California Edition 2009	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

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

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	---	---	\$85.08	\$65,654
Percent Difference: School Site and District	---	---	433.8	4.4
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-91.8	-2.3

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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. With the addition of the extra 60 minutes to our school day since becoming a SIG school, 38 minutes each day is used for an "Increased Learning Time (ILT)" period in which students receive either core intervention or core extension Monday through Thursday and enrichment on Fridays. These targeted intervention/extension classes are changed every week based on data from common formative assessments and district benchmarks.

Language! classes were also added to our master schedule in 2010/11. Language! is a Program 5 stand-alone program that is an alternative to the basic ELA core program for general education, as well as special education students. These double block intervention periods are designed to accelerate student learning and close the achievement gap for far below grade level students in grade 7 and 8.

Approximately 19% 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 midpoint basic (Scaled Score 325 or above) on the English Language Arts portion of the California Standards Test, 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 and in 2012/13 thirty six students 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 four AVID classes – two seventh grade and two 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 four clubs on campus. Approximately eight staff members are serving as faculty advisors. 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 and service learning such as the Hippocrates Circle, which is sponsored by Kaiser Permanente and Community Academy for Teens, sponsored by the Los Angeles County Sheriff's Department.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,094	\$41,451
Mid-Range Teacher Salary	\$63,873	\$67,655
Highest Teacher Salary	\$76,393	\$85,989
Average Principal Salary (Elementary)	\$107,083	\$108,589
Average Principal Salary (Middle)	\$108,445	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$218,093	\$182,548
Percent of Budget for Teacher Salaries	36.6%	41.8%
Percent of Budget for Administrative Salaries	5.1%	5.5%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content 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 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, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities.

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.