

Tamarisk Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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
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 (School Year 2016-17)

Mission Statement: Tamarisk strives to respect and inspire all to reach for excellence academically, emotionally, and socially through modeling, encouraging, and supporting each other as a community of learners. Tamarisk Elementary serves a diverse and transient community of approximately 900 students in grades Transitional Kindergarten/Kindergarten through 6th of which approximately 98.2% are eligible for free or reduced lunch. 70% of the student population is Hispanic/Latino; the African American population comprises 23%; Caucasian is 2.7% and other is less than 1%. Tamarisk's English Language Learner population consists of 267 students. We currently have 62 RFEP students, 11 Special Day Class students (1st) and 37 Resource Students (K-6). Tamarisk inaugurated a Dual Language immersion with two Kindergarten (58 students) classes. Tamarisk's staff is composed of a variety of professionals providing services that include: 1 Assistant Principal, 1 Learning Support Teacher, .5 English Language Learner Instructional Coach, 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 27 classified employees and 8 casual employees. 1 instructional aide assists a classroom teacher in first grade with 11 SDC students. The staff consists of a Principal, Assistant Principal, one Learning Support Teacher, 33 General Education teachers, one Secretary, one Health Aide, 1 Bilingual Attendance Clerk, 1 Parent Community Liaison. Tamarisk has 40 student computers in a computer lab and 160 lab tops in 8 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 also has 1 computer tech who assists teachers and maintains the lab. Tamarisk has a library with a four-hour library aide and 2 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 data. 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 Local Progress Monitor (LPMs) as a baseline to monitor student progress. We will fully implement the California Assessment of Student Performance and Progress (CASPP) and analyze this data to monitor student progress.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	151
Grade 1	151
Grade 2	92
Grade 3	133
Grade 4	115
Grade 5	105
Grade 6	84
Total Enrollment	831

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	26.1
American Indian or Alaska Native	1.1
Asian	0.4
Filipino	0.5
Hispanic or Latino	68.1
Native Hawaiian or Pacific Islander	0.1
White	2.8
Two or More Races	0.7
Socioeconomically Disadvantaged	99.3
English Learners	30.2
Students with Disabilities	9.3
Foster Youth	4.5

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	27	32	810
Without Full Credential	8	1	4	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.3	6.7
All Schools in District	88.8	11.2
High-Poverty Schools in District	89.0	11.0
Low-Poverty Schools in District	61.9	38.1

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 2016-17)

Year and month in which data were collected: September 2016

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

Subject	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	Yes	0
Mathematics	Math K-5: Eureka/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 of the most recent FIT report: July 2016				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 of the most recent FIT report: July 2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	13	16	29	31	44	48
Mathematics	6	10	19	19	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	132	125	94.7	10.5
	4	112	109	97.3	20.2
	5	116	113	97.4	23.4
	6	90	88	97.8	11.4
Male	3	68	65	95.6	12.3
	4	41	39	95.1	12.8
	5	46	44	95.7	20.9
	6	40	39	97.5	2.6
Female	3	64	60	93.8	8.5
	4	71	70	98.6	24.3
	5	70	69	98.6	25.0
	6	50	49	98.0	18.4
Black or African American	3	27	24	88.9	13.0
	4	28	27	96.4	18.5
	5	31	30	96.8	20.0
	6	23	22	95.7	9.1
Hispanic or Latino	3	101	97	96.0	10.3
	4	82	80	97.6	21.3
	5	78	76	97.4	23.0
	6	61	60	98.4	10.0
Socioeconomically Disadvantaged	3	129	122	94.6	10.7
	4	111	109	98.2	20.2
	5	113	111	98.2	23.9
	6	87	85	97.7	11.8
English Learners	3	42	38	90.5	
	4	28	27	96.4	7.4
	5	28	27	96.4	3.7
	6	21	20	95.2	
Students with Disabilities	6	17	17	100.0	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	133	126	94.7	11.1
	4	112	109	97.3	11.0
	5	116	113	97.4	10.6
	6	90	88	97.8	4.5
Male	3	69	66	95.7	15.2
	4	41	39	95.1	5.1
	5	46	44	95.7	20.4
	6	40	39	97.5	5.1
Female	3	64	60	93.8	6.7
	4	71	70	98.6	14.3
	5	70	69	98.6	4.3
	6	50	49	98.0	4.1
Black or African American	3	27	24	88.9	4.2
	4	28	27	96.4	7.4
	5	31	30	96.8	6.7
	6	23	22	95.7	4.5
Hispanic or Latino	3	102	98	96.1	12.2
	4	82	80	97.6	12.5
	5	78	76	97.4	10.5
	6	61	60	98.4	3.3
Socioeconomically Disadvantaged	3	130	123	94.6	11.4
	4	111	109	98.2	11.0
	5	113	111	98.2	10.8
	6	87	85	97.7	4.7
English Learners	3	43	39	90.7	
	4	28	27	96.4	3.7
	5	28	27	96.4	3.7
	6	21	20	95.2	
Students with Disabilities	6	17	17	100.0	5.9

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)		30	25		49	40		56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	116	112	96.6	25.0
Male	46	44	95.7	36.4
Female	70	68	97.1	17.7
Black or African American	31	29	93.6	13.8
Hispanic or Latino	78	76	97.4	26.3
Socioeconomically Disadvantaged	113	110	97.4	24.6
English Learners	28	27	96.4	3.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20	26.7	12.4

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 (School Year 2016-17)

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), ESL workshops, Computer Literacy classes, Parent-Teacher Association, and Math/Literacy Nights.

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 Round table 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	10.8	6.6	6.4	5.6	5.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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, earthquake, and school shooting. 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 meetings are held 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.

Federal Intervention Program (School Year 2016-17)

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	23
Percent of Schools Currently in Program Improvement	N/A	88.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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		23	0	5	0	
1				22	2	8		27	0	5	0	
2				26		8		24	1	3	0	
3				27		8		25	1	4	0	
4				28		8		28	1	3	0	
5				31		6		26	1	2	0	
6				28		6		28	0	3	0	
Other				28		2		11	1	0	0	

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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		\$60,737
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$75,137
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 2015-16)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,935	\$44,573
Mid-Range Teacher Salary	\$69,045	\$72,868
Highest Teacher Salary	\$82,275	\$92,972
Average Principal Salary (Elementary)	\$110,473	\$116,229
Average Principal Salary (Middle)	\$108,565	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$200,850	\$201,784
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	5%	5%

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 the California State Standards.

Conference 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 levels colleagues.