

# Tumbleweed 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Tumbleweed Elementary School
<b>Street</b>	1100 East Ave. R-4
<b>City, State, Zip</b>	Palmdale, CA 93550
<b>Phone Number</b>	(661) 273-4166
<b>Principal</b>	Dr. Jennifer Pesavento
<b>E-mail Address</b>	<a href="mailto:jjpesavento@palmdalesd.org">jjpesavento@palmdalesd.org</a>
<b>Web Site</b>	<a href="http://www.palmdalesd.org/Domain/30">www.palmdalesd.org/Domain/30</a>
<b>CDS Code</b>	19648576021190

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

## School Description and Mission Statement (School Year 2016-17)

### 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.

Mission - Tumbleweed Elementary School is committed to establishing a balanced, comprehensive, and rigorous education program that sets high expectations and mutual respect to empower students, parents, teachers, and staff.

Vision - Tumbleweed School, operating as a collaborative Professional Learning Community, will provide a learning environment where all students will achieve academic success. Tumbleweed School is committed to the following core beliefs:

- Students have the right to learn in a safe and attractive setting that encourages educational and personal growth.
- The school climate should be pleasant and nurturing in order to provide a productive environment for learning and working.
- Effective teaching involves the whole child emotional, academic, and physical elements.
- Each individual is valuable and must have the opportunity to learn in a way that allows for differences, fosters self-esteem, promotes empathy, and instills a respect for diversity.
- Students are lifelong learners and are able to participate in our democratic process.
- Providing students with a rigorous and balanced curriculum that encourages them to work at their highest level will prepare them for a successful future.
- Effective communication between parents, teachers, community members and the school is essential in building an effective program.
- Children learn by example and must be provided with positive role models.
- A well structured environment with consistent expectations and consequences for behavior will impart to students the skills and knowledge to reinforce and reflect the community's core values.
- All staff, administrators, support staff, parents, and students are equal partners in the educational process.
- All students at Tumbleweed School will be provided with the following Educational Equity conditions:
  1. Access to all available benefits and services,
  2. Treatment within schools in terms of quality of social interaction, and
  3. Educational outcomes for both females/males and all racial/ethnic sub-groups identified within the school population.

These core beliefs are aligned with the vision and mission of the Palmdale School District which is:

Vision - Palmdale will become a district where... Every Student Leaves Ready for Success in High School and Beyond: College, Career, the Global World.

Mission - The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

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

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 through the character education program.

Teaching and learning will be supported by optimum conditions in school facilities, climate and safety. Facilities are modern and technology will be 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. Classrooms and campus will be 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.

Parents are necessary partners and will be essential in making decisions and providing a high level of support for their student's learning. Students, staff and parents will contribute services and work collaboratively to foster a sense of shared purpose in order to ensure that every child succeeds.

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	166
Grade 1	147
Grade 2	155
Grade 3	148
Grade 4	152
Grade 5	132
Grade 6	132
<b>Total Enrollment</b>	<b>1,032</b>

**Student Enrollment by Group (School Year 2015-16)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	17
American Indian or Alaska Native	0.3
Asian	0.7
Filipino	0.5
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	0.1
White	4.1
Two or More Races	1.1
Socioeconomically Disadvantaged	94.9
English Learners	36.8
Students with Disabilities	9.7
Foster Youth	3.6

## 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	40	34	37	810
Without Full Credential	1	1	1	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	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 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	90.3	9.7
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 2015

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 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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
Foreign Language	7-8: Pearson Learning 2011	Yes	0

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

Tumbleweed School strives to provide a safe, secure, comfortable, and clean environment for learning. All entrances to the school remain locked during school hours and visitors must check in with the office prior to entering the campus. Our enhanced voice mail phone system allows all staff to contact to all other rooms on campus as well as immediate access to outside phone lines. Supervisory staff is clearly identified. Students are supervised before and after school and crossing guards are stationed at marked crosswalks. Our custodial staff performs basic cleaning operations throughout the school on a regular basis. We take pride in keeping our school grounds and buildings clean. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the campus and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in safe and working condition. A work order process is in place to assist in providing these services.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		walk-in freezer/refrigerator vandalized, scheduled for repair, no impact on feeding students
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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	28	29	29	31	44	48
Mathematics	18	16	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	148	145	98.0	23.4
	4	145	141	97.2	19.9
	5	137	133	97.1	45.9
	6	129	125	96.9	29.6
Male	3	64	63	98.4	19.1
	4	83	79	95.2	15.2
	5	65	64	98.5	45.3
	6	68	66	97.1	31.8
Female	3	84	82	97.6	26.8
	4	62	62	100.0	25.8
	5	72	69	95.8	46.4
	6	61	59	96.7	27.1
Black or African American	3	27	26	96.3	15.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	23	23	100.0	8.7
	5	23	21	91.3	23.8
	6	13	11	84.6	
Hispanic or Latino	3	112	111	99.1	25.2
	4	110	107	97.3	22.4
	5	107	105	98.1	48.6
	6	108	106	98.2	32.1
Socioeconomically Disadvantaged	3	144	141	97.9	23.4
	4	138	135	97.8	20.0
	5	123	119	96.8	46.2
	6	123	119	96.8	30.3
English Learners	3	54	53	98.2	7.5
	4	41	38	92.7	
	5	23	22	95.7	
	6	34	33	97.1	9.1
Students with Disabilities	3	24	24	100.0	
	4	16	15	93.8	
	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	146	143	98.0	16.1
	4	144	140	97.2	14.3
	5	137	133	97.1	18.1
	6	129	126	97.7	14.3
Male	3	63	62	98.4	11.3
	4	83	79	95.2	12.7
	5	65	65	100.0	26.1
	6	68	67	98.5	17.9
Female	3	83	81	97.6	19.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	61	61	100.0	16.4
	5	72	68	94.4	10.3
	6	61	59	96.7	10.2
<b>Black or African American</b>	3	27	26	96.3	7.7
	4	23	22	95.7	
	5	23	20	87.0	5.0
	6	13	11	84.6	
<b>Hispanic or Latino</b>	3	110	109	99.1	19.3
	4	110	108	98.2	17.6
	5	107	106	99.1	18.9
	6	108	107	99.1	15.9
<b>Socioeconomically Disadvantaged</b>	3	142	139	97.9	16.6
	4	137	134	97.8	13.4
	5	123	119	96.8	16.8
	6	123	120	97.6	14.2
<b>English Learners</b>	3	53	52	98.1	3.9
	4	41	39	95.1	2.6
	5	23	23	100.0	
	6	34	34	100.0	2.9
<b>Students with Disabilities</b>	3	24	24	100.0	4.2
	4	16	15	93.8	6.7
	6	17	17	100.0	

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
<b>Science (grades 5, 8, and 10)</b>	51	55	54	48	49	40	60	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	138	135	97.8	54.1
Male	66	66	100.0	63.6
Female	72	69	95.8	44.9
Black or African American	23	21	91.3	42.9
Hispanic or Latino	108	107	99.1	56.1
Socioeconomically Disadvantaged	124	121	97.6	52.1
English Learners	23	23	100.0	13.0

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	18.9	29.5	28

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)**

Tumbleweed School has an active Parent-Teacher Association (PTA). This association is headed by a President and board members including parents, staff members and a school administrator which meets monthly. The PTA provides the community the opportunity to support and participate in the operation of Tumbleweed School. Parents are actively involved in the decision-making process as a part of the School Site Council (SSC), the English Learners Advisory Committee (ELAC) and the African American Parent Advisory Committee. Parent representatives attend district meeting such as the LCAP Parent Advisory Committee, the District Advisory Committee, the Superintendent's Advisory Committee, the District ELAC Committee, and district parent GATE meetings. Information is brought back to the SSC by parent representatives attending these meetings. Parenting Partners classes are held to give parents strategies on various parenting topics including how to be more involved in the school. Parents gain support from one another during these collaborative class meetings. Our school community is involved by volunteering in the classroom, accompanying students to off campus learning opportunities and assisting teachers. In addition, the Blackboard phone program, the school Facebook page and PeachJar (an electronic flier system) is used to keep parents informed of upcoming school and community events. Communication is made in English and Spanish. Tumbleweed School also hosts family nights on high interest topics, such as how to help your student with math and reading. Additionally, Tumbleweed's full time Parent Community Liaison keeps parents informed of school and district parent workshops and encourages them to attend. This Parent Community Liaison also maintains a dedicated parent room where parents can meet, volunteer, and check out materials from the lending library. For more information on becoming involved at Tumbleweed School, contact the school office at (661) 273-4166.

## 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
<b>Suspensions</b>	9.7	9.6	4.0	6.4	5.6	5.3	4.4	3.8	3.7
<b>Expulsions</b>	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Tumbleweed School has developed a comprehensive disaster preparedness plan with scheduled disaster / fire drills monthly. The plan was last reviewed and updated in September. All staff members are required to become familiar with the plan and their particular duties in case of emergency. All classrooms are stocked with a disaster bag filled with first aid and emergency supplies. Monthly safety meetings are held to discuss district safety information and to review the site plan and information with the site safety committee. This committee is chaired by the school site safety representative and members include an administrator, teachers, the custodian and the school health aide. Each month a safety report is given to the School Site Council for review. Safety issues are included each month at a staff meeting including discussion and handout information. Additionally, school site safety inspections are conducted on a monthly basis to ensure safety throughout the school.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2013-2014	2004-2005
<b>Year in Program Improvement*</b>	Year 1	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	23
<b>Percent of Schools Currently in Program Improvement</b>	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	30		7		17	16	7		27	1	4	0
1	25	1	6		28		10		29	0	5	0
2	30		6		27	2	10		27	0	5	0
3	29		6		24	2	12		26	0	5	0
4	29		5		29		10		31	0	5	0
5	33		1	4	26		10		33	0	0	4
6	33			5	35			8	33	0	1	3
Other									16	2	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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other	2	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	\$329.94	\$293.37	\$36.57	\$70,572.25
District	N/A	N/A	\$85.08	\$71,737
Percent Difference: School Site and District	N/A	N/A	-57.0	4.7
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-99.3	-3.3

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

## Types of Services Funded (Fiscal Year 2015-16)

Tumbleweed School is able to provide all students with a rich and balanced curriculum including intervention and enrichment opportunities during school as well as before and after school.. The following programs are funded to ensure that all students have full access to the core curriculum: Title 1 and LCFF concentration grant supplemental funds (funds for at-risk students and special populations to supplement the core academic program), and English Learner Program (funds to assist limited English speaking students to acquire English), help provide additional support staff, increased professional development, increased family involvement, and enhanced school culture.

## 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 lesson study and grade specific Professional Learning Communities to plan lessons focused around educational standards, analyze data and discuss best practices and 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 after school hours, on Saturdays, and during summer months on content specific and professional development areas. Workshops include such topics as EL strategies, addressing the needs of special populations (i.e. GATE, Foster Youth), Positive Behavior Support, classroom management, English language arts, mathematics, unpacking standards, AVID and intervention programs (i.e. Footsteps to Brilliance and Imagine Learning). Administration training focuses on the development of Professional Learning Communities and the implementation of the Palmdale Promise.

Conference and convention attendance (i.e. CABE, AVID, PLC), 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.