

Cactus Intermediate 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	Cactus Intermediate School
Street	3243 East Avenue R-8
City, State, Zip	Palmdale, CA 93550-5690
Phone Number	(661) 273-0847
Principal	Danny Kanga
E-mail Address	DFKanga@palmdalesd.org
Web Site	http://www.palmdalesd.org/ca
CDS Code	19648576105613

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

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

School Mission:

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

School Vision:

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

School Description:

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

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

Cactus Intermediate School supports the Palmdale Promise.

Core Values:

1. HIGH INTELLECTUAL PERFORMANCE.
2. EQUITY
3. BUILDING ON STRENGTHS, CULTURES, AND LANGUAGES
4. MULTILINGUALISM AND MULTICULTURALISM
5. INTEGRITY AND COMMUNITY

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

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

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

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

Enrollment for the 2016/17 school year is 834. The student population includes 6% Caucasian, 71% Hispanic, 19% African American, and 4% other. In addition, Students with Disabilities is 14%, 19% are English Language Learners, 24% of our students are Reclassified English Language Proficient, and 6% are GATE.

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

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

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

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

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

Grade Level	Number of Students
Grade 7	388
Grade 8	435
Total Enrollment	823

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	18.3
American Indian or Alaska Native	1.6
Asian	0.6
Filipino	1.3
Hispanic or Latino	71.6
Native Hawaiian or Pacific Islander	0
White	6.2
Two or More Races	0.2
Socioeconomically Disadvantaged	92.2
English Learners	16.2
Students with Disabilities	15.8
Foster Youth	3.2

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	42	31	40	810
Without Full Credential	1	3	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	75.3	24.7
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)

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

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month 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			
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	27	24	29	31	44	48
Mathematics	10	11	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	7	403	394	97.8	27.5
	8	455	450	98.9	21.8
Male	7	201	200	99.5	25.0
	8	235	233	99.2	16.7
Female	7	202	194	96.0	30.1
	8	220	217	98.6	27.2
Black or African American	7	69	69	100.0	18.8
	8	79	78	98.7	12.8
Hispanic or Latino	7	288	281	97.6	29.6
	8	335	331	98.8	23.3
White	7	29	27	93.1	29.6
	8	24	24	100.0	25.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	7	370	361	97.6	27.2
	8	414	409	98.8	21.0
English Learners	7	50	46	92.0	2.2
	8	61	59	96.7	1.7
Students with Disabilities	7	59	58	98.3	5.2
	8	70	70	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	7	404	398	98.5	12.6
	8	404	398	98.5	12.6
Male	7	202	201	99.5	14.0
	8	202	201	99.5	14.0
Female	7	202	197	97.5	11.2
	8	202	197	97.5	11.2
Black or African American	7	69	69	100.0	7.3
	8	69	69	100.0	7.3
Hispanic or Latino	7	289	285	98.6	14.8
	8	289	285	98.6	14.8
White	7	29	27	93.1	7.4
	8	29	27	93.1	7.4
Socioeconomically Disadvantaged	7	371	365	98.4	12.7
	8	371	365	98.4	12.7
English Learners	7	50	49	98.0	
	8	50	49	98.0	
Students with Disabilities	7	59	58	98.3	
	8	59	58	98.3	

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)	50	53	40	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	455	441	96.9	40.1
Male	234	231	98.7	42.4
Female	221	210	95.0	37.6
Black or African American	78	76	97.4	27.6
Hispanic or Latino	336	326	97.0	40.8
White	24	22	91.7	63.6
Socioeconomically Disadvantaged	414	402	97.1	40.1
English Learners	61	58	95.1	8.6
Students with Disabilities	70	69	98.6	21.7

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
7	26.6	19.9	14.6

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)

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

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

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

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

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

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

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

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	18.4	15.8	21.0	6.4	5.6	5.3	4.4	3.8	3.7
Expulsions	0.0	0.3	0.3	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Cactus Middle School is a safe learning environment for students. According to the 2015/16 "Title I Parent Involvement Survey Spring 2016 Report," 33.33% of Cactus parents and families responded "Always" on the following statement: "The school's campus is a safe place." Another 55.56% responded "Sometimes," while 5.56% responded "Never." We have a school deputy as well as our campus security.

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

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

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

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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

Subject	2013-14				2014-15				2015-16			
	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	21	31	13	10	23	21	20	4	23	16	17	6
Mathematics	23	14	24	1	21	22	11	4	21	18	19	1
Science	26	7	7	6	26	12	10	11	31	2	15	9
Social Science	25	11	22	4	26	10	18	5	26	6	22	4

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1.0	N/A
Social Worker	.2	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$1,067.05	\$612.88	\$454.17	\$68,552.06
District	N/A	N/A	\$85.08	\$71,737
Percent Difference: School Site and District	N/A	N/A	433.8	1.7
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-91.5	-6.1

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

Types of Services Funded (Fiscal Year 2015-16)

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

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

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

3) Student must score a "C" or better in Language Arts on their report card, and 4) Student must score a "C" or better in Mathematics on their report card. RFEP students are monitored for two years. In addition, ELL students scoring in the Intermediate range for three or more years are put on "Catch Up Plans." Catch Up Plans are given to teachers to monitor students' progress on benchmark assessments and report cards throughout the year, as well as document interventions. Twenty one students were reclassified in 2010/11, 23 students were reclassified in 2011/12, in 2012/13 thirty six students, and in 2013/14 thirty seven, in 2014/15 we had sixty six that were reclassified out of ELD, and in 2015/16 we had fifty five reclassified students.

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

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

Cactus currently has three AVID classes – two seventh grade and 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 seven clubs on campus. Approximately sixteen staff members are serving as faculty advisers. The clubs range from political interests to community service, entertainment, and social issues.

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

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

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

Teacher and Administrative Salaries (Fiscal Year 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 to plan and discuss what they are doing and how to coordinate instruction. Professional Development is based on District initiatives such as the Palmdale Promise, AVID, Creating a College-going Culture, our district grading policy and book studies that address the needs of our at-risk students.

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

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

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