

Golden Poppy 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	Golden Poppy School
Street	37802 Rockie Lane
City, State, Zip	Palmdale, CA 93552-4041
Phone Number	(661) 285-3683
Principal	Melanie Culver
E-mail Address	mculver@palmdalesd.org
Web Site	www.palmdalesd.org/Domain/215
CDS Code	19648576118749

District Contact Information	
District Name	Palmdale 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)

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.

We are pleased to present to you our School Accountability Report Card. During our inaugural year, 2001-2002, Golden Poppy had 127 students enrolled in grades kindergarten through sixth grade. We opened as a single-track year round school located on a temporary campus, which was our home until September 2004, when our new campus was completed. We had 931 students enrolled in grades kindergarten through eighth in the 2006-2007 school year. Due to rezoning, Golden Poppy has become a K-6 school and our enrollment has fluctuated. For the 2014 - 2015 school year, Golden Poppy currently has 825 students enrolled in TK through sixth grades.

Vision Statement

Golden Poppy...A school dedicated to our students and families, providing a positive, engaging learning environment while promoting high academic goals.

Mission Statement:

The Mission of Golden Poppy Elementary School is to provide our students with a rigorous standards based education, a safe learning environment, and positive attitudes in order to build a solid foundation for success in high school and beyond.

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

Grade Level	Number of Students
Kindergarten	127
Grade 1	97
Grade 2	109
Grade 3	116
Grade 4	107
Grade 5	144
Grade 6	112
Total Enrollment	812

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	20.4
American Indian or Alaska Native	0.5
Asian	1
Filipino	0.6
Hispanic or Latino	71.2
Native Hawaiian or Pacific Islander	0.1
White	5.2
Two or More Races	1
Socioeconomically Disadvantaged	84.5
English Learners	27.8
Students with Disabilities	10
Foster Youth	3.8

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	33	28	33	810
Without Full Credential	0	0	0	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	93.4	6.6
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 4-8 Core Replacement: Cambium Learning Group - Language! 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
Foreign Language	7-8: Pearson Learning 2011	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

A priority for Golden Poppy School is to provide a safe, secure and clean environment for learning . 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 hallways and restrooms on a regular basis. The district policy 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			

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	
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	28	27	29	31	44	48
Mathematics	17	18	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	120	118	98.3	16.9
	4	112	112	100.0	24.1
	5	153	152	99.3	29.6
	6	121	119	98.3	34.5
Male	3	52	52	100.0	19.2
	4	61	61	100.0	14.8
	5	77	77	100.0	18.2
	6	65	63	96.9	25.4
Female	3	68	66	97.1	15.2
	4	51	51	100.0	35.3
	5	76	75	98.7	41.3
	6	56	56	100.0	44.6
Black or African American	3	30	29	96.7	6.9
	4	19	19	100.0	21.1
	5	38	37	97.4	18.9
	6	31	30	96.8	23.3
Hispanic or Latino	3	82	81	98.8	22.2
	4	79	79	100.0	20.3
	5	106	106	100.0	30.2
	6	79	78	98.7	33.3
Socioeconomically Disadvantaged	3	107	105	98.1	16.2
	4	93	93	100.0	18.3
	5	126	125	99.2	23.2
	6	100	98	98.0	36.7
English Learners	3	29	29	100.0	3.5
	4	14	14	100.0	
	5	19	19	100.0	
	6	16	15	93.8	13.3
Students with Disabilities	4	15	15	100.0	
	5	24	24	100.0	4.2
	6	13	13	100.0	7.7

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	120	118	98.3	14.5
	4	112	112	100.0	20.5
	5	153	152	99.3	14.5
	6	122	121	99.2	24.8
Male	3	52	52	100.0	21.1
	4	61	61	100.0	16.4
	5	77	77	100.0	13.0
	6	66	65	98.5	24.6
Female	3	68	66	97.1	9.2
	4	51	51	100.0	25.5
	5	76	75	98.7	16.0
	6	56	56	100.0	25.0
Black or African American	3	30	29	96.7	3.6
	4	19	19	100.0	21.1
	5	38	37	97.4	8.1
	6	32	31	96.9	9.7
Hispanic or Latino	3	82	81	98.8	18.5
	4	79	79	100.0	15.2
	5	106	106	100.0	16.0
	6	79	79	100.0	27.9
Socioeconomically Disadvantaged	3	107	105	98.1	11.5
	4	93	93	100.0	15.1
	5	126	125	99.2	11.2
	6	100	99	99.0	23.2
English Learners	3	29	29	100.0	3.5
	4	14	14	100.0	
	5	19	19	100.0	5.3
	6	16	16	100.0	6.3
Students with Disabilities	4	15	15	100.0	
	5	24	24	100.0	
	6	13	13	100.0	7.7

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)	25	30	25	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	151	150	99.3	24.7
Male	77	77	100.0	22.1
Female	74	73	98.7	27.4
Black or African American	38	38	100.0	15.8
Hispanic or Latino	104	103	99.0	26.2
Socioeconomically Disadvantaged	124	123	99.2	18.7
English Learners	19	19	100.0	5.3
Students with Disabilities	24	24	100.0	12.5

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	19.7	21.8	19.7

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)

The parents of Golden Poppy School students are actively involved and interested in the operation of their school. The school has an active Parent Teacher Association (PTA) which meets on a regular basis and has a fully staffed executive board. These hard working parents have had a number of fundraisers to help improve the educational experience of all children. School Site Council (SSC), which consists of teachers and parents, works on the critical issues within the budget and academic areas. The English Learners Advisory Committee (ELAC) meets monthly to discuss and give input on items that involve limited English speaking students. Parents of children placed in the Gifted and Talented Education (GATE) program meet periodically throughout the year to provide input on program improvement. Our school community is also involved through volunteering in the classroom, office, and media center. We have a Program Liaison who coordinates various volunteer activities, a parent academy, the Latino Literacy project and provides parent English workshops twice weekly. In addition to those programs Golden Poppy offers a weekly parent computer class and Parenting Partners series in both English and Spanish.

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	5.4	5.2	4.7	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)

The School Safety Committee meets on a monthly basis to evaluate the current safety plan, assess possible safety hazards, and obtain input from all stakeholders in the school. The District Safety Committee meets on a monthly basis and is attended by our site representative and Assistant Principal, Mrs. Acevedo. The School Safety plan is updated on an annual basis and can be updated as needed throughout the year based on input from site and district meetings.

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	2004-2005	2004-2005
Year in Program Improvement*	Year 5	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		4		30		8		31	0	3	0
1	24	1	3		21	2	6		26	0	3	0
2	27	1	4		23	3	12		24	0	4	0
3	31		3		26		8		30	0	4	0
4	30		4		36		6		27	0	4	0
5	32		4		33		2	6	33	0	0	4
6	32		4		38		2	6	29	0	4	0
Other					25		2		14	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	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	0	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	5.5	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	\$280.06	\$195.72	\$84.33	\$59,785.78
District	N/A	N/A	\$85.08	\$71,737
Percent Difference: School Site and District	N/A	N/A	-0.9	-11.3
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-98.4	-18.1

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

Types of Services Funded (Fiscal Year 2015-16)

Funded student services include the following:

ELD: English Language Development for students identified as English Language Learners.

Adaptive PE: Modified Physical Education Program based on individual physical needs of qualifying students.

Speech: Instructional program for speech and language development based on individual needs of qualifying students.

RSP: Resource Support Program. Special Education Services are delivered on a pull out basis from the general education classroom to support student learning during the school day as specified in an Individual Education Plan (IEP).

SDC: Special Day Class. Special Education Services are delivered in a self contained classroom for the majority of the school day. Individual students are mainstreamed to regular education programs as appropriate and specified in an Individual Education Plan (IEP).

Migrant ED: Supplemental educational services for students whose families qualify as migrant.

Extended Learning Opportunities: After school programs are available to students for either remediation or enrichment.

Small Group Intervention: Intervention provided twice weekly during the school day for students struggling to meet educational goals in the primary grade levels.

Daily Clinic: Intervention regrouping for 30 minutes per day to focus on specific learning needs.

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 weekly within and across grade levels in Professional Learning Communities to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and inservice selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

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

Training is also offered during the summer months on content specific and professional areas such as implementation of California State Standards, Teacher Leadership, English Language Arts, mathematics workshops, and intervention programs. Administration training focuses on the development of learning communities and implementation of the California State Standards.

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