

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Ocotillo Elementary School	District Name	Palmdale Elementary
Street	38737 Ocotillo School Drive	Phone Number	(661) 947-7191
City, State, Zip	Palmdale, CA 93551	Web Site	http://www.palmdalesd.org
Phone Number	(661) 947-9987	Superintendent	Roger Gallizzi
Principal	Rebecca Cooksey	E-mail Address	RMaldonado@palmdalesd.org
E-mail Address	recooksey@palmdalesd.org	CDS Code	19-64857-6021141

School Description and Mission Statement (School Year 2009-10)

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

Vision Statement: Ocotillo Elementary School provides a 21st Century world-class education which enables each child to be a self-motivated lifelong learner and a positive contributor to society.

Mission Statement: By addressing the needs of the total child, Ocotillo Elementary School develops academically and socially independent, self-motivated students who achieve excellence through rigorous standards in an engaging, encouraging atmosphere. Our students will be empowered to become literate life-long learners and responsible citizens.

Ocotillo Elementary School provides a curriculum that:

- Reflects real world experiences
- Immerses students in a rich learning environment
- Develops strong basic skills through project-based activities
- Allows all students to participate in a rigorous core curriculum based on state and district standards
- Provides opportunities for students to use a variety of higher level thinking skills

Ocotillo Elementary School is proud to have a highly trained and dedicated teaching staff offering a rigorous curriculum that is researched-based and proven to be highly effective. Teaching strategies focus on the various learning styles of our students to fully develop the academic, social, emotional and physical dimensions of every child.

Our current enrollment is 1114 students in grades K - 8. Ours is a diverse population. 60% of our students receive free or reduce lunches and we have a 20% mobility rate. Ocotillo supports five special classes for students with Autism in grades Pre K-8 and two Special Day classes for students in grades 2- 3. Gifted students are clustered by grade level with teachers who have or are attaining an appropriate certification.

At Ocotillo Elementary School we believe the teacher is the greatest influence on a child at school, and the parent is the greatest influence in a child's life. Therefore, a strong home-school connection is essential. In addition, Ocotillo has a good rapport with local businesses that actively support school activities.

Technology is a priority at Ocotillo. In addition to 3 computer labs, there are at least four computers in each classroom. Each classroom has a TV with DVD/VCR, cable connections, and computer connectivity along with projection systems. Ocotillo's library houses more than 16,000 books. Each student has a digital portfolio that follows the child for his/her academic career at Ocotillo.

As a unified staff and academic community, Ocotillo Elementary focuses its efforts on maintaining a positive learning environment. We believe in:

- A positive environment in which challenging, engaging, and meaningful, learning occurs
- A commitment and accountability to high standards
- Collaboration among teachers, students, parents and administrators
- A physically, emotionally and intellectually safe community
- Rewards and celebrations that inspire and encourage

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Ocotillo Elementary School has an active and strong PTA which provides many services for all students and teachers. Parents serve on our School Site Council, the English Language Advisory Committee, and the GATE Advisory Committee. Parents are also invited to volunteer in various capacities. Ocotillo holds regular Family Nights to encourage families to learn together. We also hold an annual Readers Are Leaders Day and invite community members to read with our students and also to share their areas of expertise.

PTA can be contacted by email at ocotillopta@palmdalesd.org. The current president is Sherri Sanchez.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	131
Grade 1	154
Grade 2	163
Grade 3	163
Grade 4	167
Grade 5	174
Grade 6	168
Total Enrollment	1,125

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	15	White	18
American Indian or Alaska Native	0	Two or More Races	
Asian	1.87	Socioeconomically Disadvantaged	63
Filipino	3	English Learners	21
Hispanic or Latino	56	Students with Disabilities	13
Native Hawaiian/Pacific Islander			

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.6	0	5	0	24.0	0	5	0	24.0	0	5	0
1	27.4	0	5	0	28.0	0	5	0	28.0	0	5	0
2	32.6	0	2	3	27.2	0	5	0	27.2	0	5	0
3	31.0	0	5	0	32.0	0	5	0	32.0	0	5	0
4	31.6	0	5	0	31.4	0	5	0	31.4	0	5	0
5	31.2	0	5	1	31.4	0	4	1	31.4	0	4	1
6	25.0	0	6	0	29.8	0	6	0	29.8	0	6	0

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Ocotillo strives to provide a safe, secure, comfortable and clean environment for learning. Our school has a comprehensive Emergency Preparedness Plan and regularly practices its components to ensure that we are in a state of readiness should a situation arise. Fire drills are held monthly, while earthquake and lockdown drills are held each year. The Emergency Preparedness Plan is reviewed and updated annually. The Emergency Preparedness Plan was reviewed with staff on September 6, 2010 and October 20, 2010. Once a month staff reviews parts of the safety plan to ensure staff understanding. Adequate supplies and emergency equipment is on site and replenished and organized annually.

We use the Best Behavior Practices to insure a Safe, Responsible and Respectful environment. Staff is motivated to use four positives for every one negative correction. Students are rewarded and praised for good behavior.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	2.6	3.6	5.2	11.6	18.9	25.6
Expulsions	0.2	0.0	0.1	0.5	0.3	0.3

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

A priority of Ocotillo Elementary School is to provide a safe, secure, 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 custodial staff performs basic cleaning operations in each classroom and other school facilities every day. As it is our policy to maintain our classrooms and restrooms in a clean and orderly manner, our staff monitors hallways and restrooms on a regular basis. The District policy is to make necessary repairs as quickly as possible to keep the facility functioning safely. A work order process is in place to assist in providing these services.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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 Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	42	41	41	877
Without Full Credential	2	4	4	41
Teaching Outside Subject Area of Competence	0	0		---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.0	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	1.0	---
Other	1.0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
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	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Mathematics	K-6: Scott Foresman-Addison Wesley enVision Math California 2009 7: Prentice Hall Pre-Algebra California Edition 2009 8: Prentice Hall Algebra California Edition 2009	0	Yes
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	0	Yes
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	0	Yes
Foreign Language		0	Yes
Health			Yes
Visual and Performing Arts			Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$226.34	\$49.48	\$176.86	\$60,164.21
District	---	---	\$1,934	63,610
Percent Difference: School Site and District	---	---	0	14
State	---	---	5,681	68,212
Percent Difference: School Site and State	---	---	-65	7

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Ocotillo Elementary School is able to provide all students with a rich and balanced curriculum. The following programs are funded to ensure that all students have full access to the core curriculum: Title 1 (funds for at-risk students), Intervention Program, English Learners Program, Special Education, Resource Specialist Program, Family Involvement Programs and School Improvement Program and Learning Specialist Teacher.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35,094	41,988
Mid-Range Teacher Salary	63,873	68,649
Highest Teacher Salary	83,450	87,156
Average Principal Salary (Elementary)	107,405	109,026
Average Principal Salary (Middle)	109,413	112,489
Average Principal Salary (High)	0	113,872
Superintendent Salary	182,000	181,890
Percent of Budget for Teacher Salaries	30.3	42.5
Percent of Budget for Administrative Salaries	4.4	5.5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	51	58	58	34	39	39	46	50	52
Mathematics	55	65	65	33	43	43	43	46	48
Science	51	60	60	35	44	44	46	50	54
History-Social Science	0	0	0	19	28	28	36	41	44

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	53	64	63	
Female	63	67	57	
Black or African American	57	56	50	
American Indian or Alaska Native	*	*	*	
Asian	83	89	*	
Filipino	60	76	*	
Hispanic or Latino	54	63	63	
Native Hawaiian/Pacific Islander				
White	66	76	69	
Two or More Races	56	59	*	
Socioeconomically Disadvantaged	51	60	44	
English Learners	35	51	17	
Students with Disabilities	50	45	*	
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	6	6
Similar Schools	6	7	8

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	22	20	13
Black or African American	11	1	46
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	36	25	7
Native Hawaiian/Pacific Islander			
White	7	29	12
Two or More Races			
Socioeconomically Disadvantaged	29	8	30
English Learners	72	5	10
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	821	726	767
Black or African American	798	675	686
American Indian or Alaska Native			728
Asian		862	890
Filipino		820	851
Hispanic or Latino	811	723	715
Native Hawaiian/Pacific Islander			753
White	853	795	838
Two or More Races		751	808
Socioeconomically Disadvantaged	788	709	712
English Learners	769	689	692
Students with Disabilities		569	580

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	21
Percent of Schools Currently in Program Improvement	---	75.0

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

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

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. . Administration training focuses on the development of learning communities.

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