

Tumbleweed Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Tumbleweed Elementary School
Street	1100 East Ave. R-4
City, State, Zip	Palmdale, CA 93550
Phone Number	(661) 273-4166
Principal	Misti Larrick
Email Address	mlarrick@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4477
County-District-School (CDS) Code	19648576021190

2023-24 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website	www.palmdalesd.org

2023-24 School Description and Mission Statement

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's mission is: Titans SHIELDS Up! (Strength, Heart, Imagination, Endurance, Leadership, Determination, Scholar) is what the SHIELDS acronym stands for.

Vision - Live a Legacy!

Core Values:

Expect Excellence
Champion for Students
Carry the Banner
Haven of Hope

Expect Excellence entails:

- commit to weekly job embedded professional development on research based best practice to improve student learning (site specific best practice).
- create and teach a guaranteed and viable curriculum.
- make decisions based on the collection of evidence of student learning/data.
- commit to becoming problem solvers instead of problem identifiers.
- collaboratively plan regular cycles of inquiry focused on the four critical questions.
- create, monitor, and refine SMART goals and growth targets.

Champion for Students entails:

- take collective responsibility for every student.
- speak respectfully about our students.

2023-24 School Description and Mission Statement

- celebrate student success on a regular basis.
- actively involve all students in personal goals setting and planning on how they can achieve grade level or above.

Carry the Banner entails:

- continue to develop positive relationships with all students and their families.
- model, teach and apply school wide behavioral expectations.
- leave every interaction better than you found it.

Haven for Hope

- embody the CKH and will live in the EXCEL model everyday to ensure Tumbleweed is a “Haven” for all.

These core values 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	99
Grade 2	110
Grade 3	94
Grade 4	101
Grade 5	96
Total Enrollment	623

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
American Indian or Alaska Native	1%
Black or African American	19.4%
Filipino	0.3%
Hispanic or Latino	73.8%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.9%
White	2.2%
English Learners	27.8%
Foster Youth	2.9%
Homeless	0.6%
Migrant	1%
Socioeconomically Disadvantaged	96.5%
Students with Disabilities	9.6%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.90	100.00	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	73.80	8.18	12115.80	4.41
Unknown	0.00	0.00	50.10	5.56	18854.30	6.86
Total Teaching Positions	25.90	100.00	902.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.80	95.13	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	4.83	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	58.20	6.46	11953.10	4.28
Unknown	0.00	0.00	27.30	3.03	15831.90	5.67
Total Teaching Positions	24.00	100.00	902.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.
Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 (ELD - SDC only) TK - On My Way - Scholastic/2023 K-5 ELD: Benchmark Advance/2017 6-8 ELD: English3D/ 2017	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 TK - On My Way - Scholastic/2023	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	28	29	28	47	46
Mathematics (grades 3-8 and 11)	17	20	14	16	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	301	99.01	0.99	27.57
Female	156	155	99.36	0.64	29.03
Male	148	146	98.65	1.35	26.03
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	55	55	100.00	0.00	25.45
Filipino	--	--	--	--	--
Hispanic or Latino	233	231	99.14	0.86	27.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	75	74	98.67	1.33	10.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	299	297	99.33	0.67	26.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	48	100.00	0.00	8.33

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	302	99.34	0.66	19.54
Female	156	155	99.36	0.64	17.42
Male	148	147	99.32	0.68	21.77
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	55	55	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	233	232	99.57	0.43	21.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	75	75	100.00	0.00	8.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	299	298	99.67	0.33	19.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	48	100.00	0.00	8.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.75	23.71	13.34	13.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	97	100.00	0.00	23.71
Female	54	54	100.00	0.00	25.93
Male	43	43	100.00	0.00	20.93
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	16	16	100.00	0.00	12.50
Filipino	0	0	0	0	0
Hispanic or Latino	76	76	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	3.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	96	100.00	0.00	22.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	10.53

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	97	97	97	97

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Tumbleweed 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 (AAPAC). Parent representatives attend district meeting such as the LCAP Parent 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. The school uses the Parent Square Messaging System as well as Ed-Connect to provide families with regular and consistent school-wide communication. Communication is made in English and Spanish. Tumbleweed's PTA is back up functioning with a full executive board and lots of members. Tumbleweed teachers will also host family nights to involve parents and students. Additionally, Tumbleweed's full time Parent Community Liaison keeps parents informed of school and district parent workshops through monthly newsletters, phone calls and face to face communication, 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, parents can refer to the Parent Involvement Policy that was distributed to all parents in English and Spanish, as well as contact the school office at (661) 273-4166.

Tumbleweed school has continued to make connections with our families by living out our school wide theme; "Together We Will Live a Legacy".

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	729	692	132	19.1
Female	349	326	54	16.6
Male	380	366	78	21.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	6	1	16.7
Asian	0	0	0	0.0
Black or African American	149	140	34	24.3
Filipino	2	2	0	0.0
Hispanic or Latino	525	504	85	16.9
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	20	18	6	33.3
White	18	14	3	21.4
English Learners	203	197	32	16.2
Foster Youth	32	30	3	10.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	703	671	125	18.6
Students Receiving Migrant Education Services	7	7	2	28.6
Students with Disabilities	105	96	12	12.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.76	3.84	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.00	0.14	0.00	0.11	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.84	0.14
Female	2.87	0
Male	4.74	0.26
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	10.74	0
Filipino	0	0
Hispanic or Latino	1.52	0.19
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10	0
White	0	0
English Learners	1.48	0.49
Foster Youth	9.38	0
Homeless	0	0
Socioeconomically Disadvantaged	3.98	0.14
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.76	0

2023-24 School Safety Plan

Tumbleweed School has developed a comprehensive disaster preparedness plan with scheduled disaster / fire drills monthly. The plan was last reviewed and updated in May 2022. 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, the ECE campus attached to the school 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. A safety suggestion box has been placed in the front office to allow for parental involvement/guidance in our safety plan.

Currently, as we continue to be dealing with covid-19, we continue to practice our monthly fire drills and emergency responses. We have shifted some of our focus to include adhering to and implementing all DPH and LA County Health and safety guidelines relating to Covid-19. This includes the posting of the current school site and district safety plan and protocols in areas that visible and available to all.

We have a complete emergency flow-map that includes all public employees on our site involved with duties and responsibilities in the case of any emergency situations. This includes the protocols and procedures outlined in the command post set-up and matches PSD protocols, procedures, and guidelines for emergency situations.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	4	31	
1	25		32	
2	29		28	
3	26		28	
4	31		28	
5	28		28	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	10	25	
1	24	7	25	
2	21	7	25	
3	24		28	
4	25		28	
5	28		28	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	7	28	0
1	25	7	25	0
2	28	0	32	0
3	23	7	22	0
4	25	7	21	0
5	32	0	14	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,729	\$1,159	\$9,570	\$95,998
District	N/A	N/A	\$4,552	\$97,605
Percent Difference - School Site and District	N/A	N/A	71.1	-1.7
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	22.9	6.9

Fiscal Year 2022-23 Types of Services Funded

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. Funds are used to provide Aviation Club, Cheerleading Club, Robotics Club, Folklorico Dance Club, Western Dance, Kindness Club, Comic Book Club, and Performing Arts Club. We have numerous teachers that provide tutoring in academics after school: Spanish Tutoring, and Math Tutoring. We have a House System schoolwide that has increased schoolwide connectedness, sense of belonging, and continues to allow for a positive, healthy, welcoming, and safe school environment.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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	\$52,172	\$54,215
Mid-Range Teacher Salary	\$83,295	\$86,843
Highest Teacher Salary	\$116,624	\$111,440
Average Principal Salary (Elementary)	\$128,005	\$140,851
Average Principal Salary (Middle)	\$132,060	\$147,065
Average Principal Salary (High)	\$122,519	\$142,189
Superintendent Salary	\$251,125	\$252,466
Percent of Budget for Teacher Salaries	26.83%	33.16%
Percent of Budget for Administrative Salaries	5.13%	5.15%

Professional Development

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, Zearn). Administration training focuses on the development of Professional Learning Communities and the implementation of the Palmdale Promise.

Conference and convention attendance (i.e. CAFE, AVID, PLC, Thinking Maps, Get Your Teach On, House Conference, Dual Collaborative Planning, Capturing Kids' Hearts), in-service meetings and staff collaboration offers additional opportunities for professional growth. The house system conference provides skills and ways to obtain high student engagement. It also focuses on socioemotional learning of students and teachers. The use of Thinking Maps are used to build critical thinking, problem solving, comprehension and communication skills necessary for academic success in every domain. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.

The dates included in the boxes vary depending upon the grade level the participant is in and what committee they are a part of.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	22