Tamarisk 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	Tamarisk Elementary School
Street	1843 East Avenue Q-5
City, State, Zip	Palmdale, CA 93550
Phone Number	661-225-9647
Principal	Dr. Regina Tillman
Email Address	rltillman@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4476
County-District-School (CDS) Code	19-64857-0129973

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

Tamarisk Elementary is committed to providing a positive, safe, and equitable learning environment where all students can reach their full academic potential by ensuring that we empower effective student leaders, able to communicate and collaborate in the 21st century.

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

Tamarisk School is a TK-5 elementary school in the Palmdale School District. The school administration and staff work as a Professional Learning Community to improve student achievement through collaboration time. The focus for Tamarisk is student learning, family and community engagement, and implementing a culture of care and respect. The neighborhood surrounding Tamarisk School is composed of multiple family dwellings, single family dwellings, and HUD housing. New housing construction has been limited within the existing Tamarisk school zone. It is among the oldest housing sections in Palmdale. Tamarisk School's student population is approximately 780 students, housed in 30 classrooms, staffed by 37 teachers (including two resource specialist program teachers, a speech and language teacher, 2 learning support teachers, an EL teacher coach, a school psychologist, and classified support staff. The school personnel also includes noon duty supervisors. Tamarisk School is led by a principal and an assistant principal. All classes TK - 5 contain an average of 30 students. All of Tamarisk students receive free breakfast and lunch. Additionally, 76% are Hispanic, 21% are African American, and 3% are Caucasian or other ethnicities. Also, 30% are English Learners with their primary language as Spanish, 57% are English Only, 1% are Initially Fluent in English, and 3% are Reclassified as English Proficient. Of the 780 students, 5% are receiving Special Education services through 504 Plans, Resource Specialist Program (RSP) and/or the Speech and Language Program. GATE identified students make up approximately 2% and 3% of students are Foster Youth.

Tamarisk has an early and late start program that offers students 40 minutes of small group instruction at the start and end of the school day. This 40 minutes of small group instruction is for the entire school year that provides all students learning opportunities in both English Language Arts and Math. The small group instruction is provided to all students and targets academic skills and knowledge identified as a need for improvement based on teachers' Common Formative Assessment. Footstep2Brilliance: The comprehensive Footsteps2Brilliance curriculum contains over 1,000 interactive books, songs, and games that can be read in either English or Spanish. Jill Jackson Mastery Guides is used in K-3 to promote reading skills. Learning Dynamics is utilized in Kinder to promote reading.

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CyberQuest - GATE students in grades 3-5 are invited to participate in the school and district CyberQuest competition, a multimedia, problem based, team learning activity and oral presentation. All interested students are instructed in the use of technology, research and presentation skills and participate in a Site Presentation of Learning. Two teams are then advanced to the district level CyberQuest/STEM Expo where they compete against other district teams.

Tamarisk has a Dual Language Program that expands each year. This year we have the program in grades K-3rd. The Dual Language Immersion program offers students an exciting, enriching and challenging educational opportunity. All students will learn to read, write, and communicate effectively in Spanish and English while achieving high levels of academic success. Tutoring Before and After School Intervention - At-risk students in grades 1-5 are encouraged to attend prescriptive tutoring classes taught by grade level teachers. These classes are held before and/or after school and focus on specific areas of need as determined by current assessment data in the subject areas of English language arts and math. Classes are made up of 8 or more students grouped together by specific needs.

AVID - Advancement Via Individual Determination, is a program dedicated to closing the achievement gap by preparing all students for college and other post secondary opportunities. AVID teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.

Parent Involvement Program - Tamarisk School encourages parents to be active participants in their child's education through a variety of involvement opportunities. Activities include family nights, volunteering, PTA, school and district committees, and Parenting Partners classes. Our school Parent Community Liaison coordinates and facilitates involvement opportunities.

Parenting Partners: The program educates parents on how to foster a positive educational environment for their children both at home and at school.

Family Literacy Project: The program promotes reading in the home
The program is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; discussing children's college expectations; Parenting Partners creates a bridge between home and school.

Coffee with the Principal- Monthly meetings with a platform to allow parents to inquire about school programs, curriculum, and activities.

Parent-Teacher Association- PTA bridges school and community by providing activities, events, and functions that promote a connection between school and the community.

ESL Workshop- Qualified Teacher and parent volunteers provide language acquisition to the Tamarisk parents to generate capacity for parents to communicate with students and staff.

English Language Advisory Committee - The purpose of the ELAC is to advise the principal and school staff on programs and services for English learners and the SSC on the development of the Single School Plan for Student Achievement.

African American Parent Advisory Committee - The Purpose of AAPAC is to advise the principal and school staff on programs and services for African American Students and the SSC on development of the School Plan for Student Achievement.

Aviation and Robotics Club - Both after school class meets twice weekly with 4th - 5th grade students to provide instruction and interactive activities in the areas of science, technology, and computer programming.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	147
Grade 1	126
Grade 2	103

Grade 3	121
Grade 4	116
Grade 5	124
Total Enrollment	737

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
American Indian or Alaska Native	0.5%
Asian	0.3%
Black or African American	21%
Filipino	0.1%
Hispanic or Latino	72%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.4%
White	3.8%
English Learners	27.4%
Foster Youth	2.3%
Homeless	1.9%
Migrant	1.2%
Socioeconomically Disadvantaged	95.3%
Students with Disabilities	8%

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)	24.20	86.61	740.50	82.02	228366.10	83.12

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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)	0.50	1.79	73.80	8.18	12115.80	4.41
Unknown	3.20	11.57	50.10	5.56	18854.30	6.86
Total Teaching Positions	28.00	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)	23.20	81.19	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	2.30	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	10.96	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	1.50	5.48	27.30	3.03	15831.90	5.67
Total Teaching Positions	28.60	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	0.60
Misassignments	0.00	2.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.10

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	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	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	7.9
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

On a monthly basis, our campus is inspected and the findings are recorded in our safety checklist binder. The inspection is reported to our Risk Management Department as well as to our safety committee if any concerns arise.
Our District Facilities Mission Statement is:
To provide facilities for students and staff that will provide a safe, healthy learning environment.
To provide quality construction and economical designs that serve the needs of students and staff.
Will actively seek funding options for facilities.
Provide facilities and improvements to existing facilities that best utilize the taxpayer dollar.
Lastly, provide service to the community with dignity and respect.

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)	20	19	29	28	47	46
Mathematics (grades 3-8 and 11)	9	10	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	358	358	100.00	0.00	18.99
Female	159	159	100.00	0.00	15.72
Male	199	199	100.00	0.00	21.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	72	72	100.00	0.00	6.94
Filipino	0	0	0	0	0
Hispanic or Latino	268	268	100.00	0.00	21.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	112	112	100.00	0.00	13.39
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	348	348	100.00	0.00	18.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	39	100.00	0.00	7.69

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	357	357	100.00	0.00	10.08
Female	160	160	100.00	0.00	5.63
Male	197	197	100.00	0.00	13.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	72	72	100.00	0.00	1.39
Filipino	0	0	0	0	0
Hispanic or Latino	267	267	100.00	0.00	11.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	112	112	100.00	0.00	7.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	348	348	100.00	0.00	10.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	38	100.00	0.00	0.00

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)	12.30	9.92	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	121	121	100.00	0.00	9.92
Female	58	58	100.00	0.00	8.62
Male	63	63	100.00	0.00	11.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	27	100.00	0.00	3.70
Filipino	0	0	0	0	0
Hispanic or Latino	87	87	100.00	0.00	10.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	42	42	100.00	0.00	4.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	118	100.00	0.00	10.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

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	95	95	95	95	95

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

At Tamarisk Elementary, we believe that parent's input and involvement is key and necessary in order to provide a successful and welcoming environment that encourages learning. Parents and community members play an important role in the implementation of all educational programs at our school. At Tamarisk, the opportunities offered for parent involvement include: Coffee with the principal, School Site Council, English Language Advisory Committee (ELAC), Parent workshops, Parent-Teacher Association, and Math/Literacy Nights and Parent Family Nights

Tamarisk's School Site Council (SSC) meets eight times a year and consists of parents, teachers, staff members, and administration. The purpose of this committee is to review and assess the effectiveness of Tamarisk's School Plan for Student Achievement, in which parents and community members are welcome and motivated to attend. Our English Learner Advisory Committee (ELAC) and African American Parent Advisory Council (AAPAC) meet monthly to advise our staff and administration on programs and services for English learning and other students. Tamarisk's Back to School Nights, Veterans Day and other holiday performances allow parents to come on site and meet with our faculty and staff. One thing we are proud of is proving translation on site for those who are not English speakers.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	876	811	177	21.8
Female	415	388	89	22.9
Male	461	423	88	20.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	4	1	25.0
Asian	2	2	0	0.0
Black or African American	202	183	42	23.0
Filipino	1	1	0	0.0
Hispanic or Latino	610	569	115	20.2
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	17	16	6	37.5
White	32	30	11	36.7
English Learners	247	233	44	18.9
Foster Youth	34	24	6	25.0
Homeless	20	18	4	22.2
Socioeconomically Disadvantaged	838	776	172	22.2
Students Receiving Migrant Education Services	9	9	0	0.0
Students with Disabilities	101	92	27	29.3

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	7.96	6.85	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.11	0.00	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	6.85	0
Female	2.89	0
Male	10.41	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	14.85	0
Filipino	0	0
Hispanic or Latino	4.75	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.43	0
Foster Youth	11.76	0
Homeless	0	0
Socioeconomically Disadvantaged	6.8	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.87	0

2023-24 School Safety Plan

Tamarisk School Safety Plan summarizes how as a staff we will respond to an emergency on campus.

The Tamarisk's Safety Plan includes: roles and responsibilities for all staff members during an emergency and various plans for different types of emergencies such as fire, earthquake, and active shooters.

Our staff received a copy of our Tamarisk Safety Plan along with the Site Emergency Preparedness Plan. Under the leadership of the site safety committee, meetings are held monthly to make decisions regarding strategies to improve the safety of the school, students, staff, and visitors.

All teachers have received in-service training to review safety guidelines and expectations. Tamarisk executes a monthly fire drill, drop and cover drill, and yearly Great Shake Out.

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	16	35	7	
1	23	14	32	
2	23	7	30	
3	27		37	
4	25	7	30	
5	25	7	21	

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	22	13	35	
1	21	11	30	
2	21	18	29	
3	18	25	19	
4	21	18	29	
5	29	1	16	

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	11	37	0
1	26	12	23	0
2	23	15	22	0
3	21	18	29	0
4	21	26	21	0
5	22	26	21	0
6	0	0	0	0
Other	17	1	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	1
Resource Specialist (non-teaching)	0.2
Other	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	$11,112	$909	$10,203	$109,979
District	N/A	N/A	$4,552	$97,605
Percent Difference - School Site and District	N/A	N/A	76.6	11.9
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	29.2	20.5

Fiscal Year 2022-23 Types of Services Funded

Tamarisk Elementary offers special programs to help students such as Footsteps to Brilliance which is an online reading program, social skills class to help students learn how to interact in social settings with their peers. Multi-Tiered Systems of Support (MTSS) which is a multi-level prevention/intervention program to maximize student achievement and reduce behavior problems; With MTSS, Tamarisk identifies students at risk both academically, social emotionally, and behaviorally. As a team, we monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

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

Tamarisk Elementary Teachers meet frequently within and across grade levels in professional learning communities and lesson studies to plan and discuss California State Standards, and analyze data. A teacher survey is taken at the end of the school year that guides site professional development decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on the California State 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. Professional Development are offered throughout the year on weeknights 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 and teacher supervision of the California State Standards.

Conference 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 levels colleagues.

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	5	5	5