

Palmdale Learning Plaza
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Palmdale Learning Plaza
Street	38043 Division Street
City, State, Zip	Palmdale, CA 93551-3427
Phone Number	(661) 538-9034
Principal	Danny Kanga
E-mail Address	dfkanga@palmdalesd.org
Web Site	
Grades Served	K-8
CDS Code	19 64857 6111546

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

School Description and Mission Statement (Most Recent Year)

Palmdale School District Mission Statement:

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.

Palmdale Learning Plaza Mission Statement:

The Mission of the Palmdale Learning Plaza is to challenge students to strive for excellence; to teach students to be resilient, confident, lifelong learners; to create rich, enjoyable, educational experiences for all students; and to facilitate the development of our students modeled upon the tenets of the International Baccalaureate Organization. We recognize the individuality of each child and implement practices in a safe, positive, and caring atmosphere to engage the whole child - physically, emotionally, and intellectually. We offer a rigorous academic program founded upon Common Core State Standards and practices to provide the best preparation for the challenges and complexities of the 21st century. We also teach our students to be globally-minded, ethical, and empathetic individuals to help establish a philosophy of life that will promote a "more just and peaceful world". As an International Baccalaureate School offering both the Primary Years Program and the Middle Years Program, it is our mission to create an inquiry-based and interdisciplinary program with an emphasis on character development, intellectual growth, compassion, global awareness, community/family partnerships, and a focus on the International Baccalaureate Learner Profile. The staff of the Palmdale Learning Plaza are reflective practitioners, passionate about their craft, and committed to their own personal and professional growth. The Palmdale Learning Plaza facility is clean, safe, aesthetically pleasing, and is a source of pride for students, staff, parents, and the community.

Vision:

Palmdale Learning Plaza is a world-class educational institution, committed to learning, and passionate about educating the whole child. Palmdale Learning Plaza offers a rigorous International Baccalaureate education to prepare all students for personal success and the global challenges of the 21st century.

Description:

The Palmdale Learning Plaza (PLP) is a K-8 School of Choice. Attendance area covers the Western and Eastern Region of Palmdale School District and draws about 50 students from outside the Palmdale School District. PLP has 27 general education, K-8, and three Special Day Class (SDC) Deaf and Hard of Hearing (DHH) classes, pre-K to 8th.

PLP is administered by a principal and an assistant principal. Including administration, the front office staff is comprised of a secretary, and a half-time bilingual clerk, and a full-time health clerk. The Special Education Local Plan Area (SELPA) DHH program is housed on the PLP campus, employing one DHH program specialist who is also an audiologist, one DHH clerk, 4 DHH itinerate teachers, and four DHH classroom teachers. Additionally, PLP has a full-time learning support teacher (LST), A full-time IB Coordinator, a full-time speech and language pathologist (SLP), a half-time school psychologist, a half-time library clerk, two resource specialists (RSP), and three custodians.

The Palmdale Learning Plaza functions with a traditional school year calendar. We have 184 instructional school days. . With the exception of the DHH pre-K and kindergarten, all students in K-8 attend school all day for a total of 360 minutes.

Palmdale Learning Plaza has 823 students. Our student population reflect the diverse community of Palmdale: 60% are Hispanic, 16% White, 16% African American, 1% Asian, 2% Filipino, 2% American Indian/Alaskan, and rest are of other ethnicities. 16% of our students are EL, 12% RFEP, 12% GATE, 13% Students w/Disabilities, and 71% Socioeconomically Disadvantaged.

PLP operates under a School Based Coordinated Plan with programs that include Special Education (DHH, RSP, Speech, APE), Title I, and ELL.

PLP is in Year 3 of Program Improvement.

Palmdale Learning Plaza is an authorized International Baccalaureate (IB) World School Primary Years Program (PYP). The IB PYP authorization covers grades K-6. The PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside, and of the heart as well as the mind. We aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. PLP teachers have created a rich educational environment requiring academic excellence through continuous improvement, self-renewal through reflection, and creativity for students. Through concept-driven inquiry, every student in kindergarten through sixth grade is deeply engaged in the Program of Inquiry, a balanced program of concepts, knowledge, skills, attitudes and actions.

Our program encourages students to become active, compassionate and lifelong learners as outlined in the IB Learner Profile and IB Attitudes. We hope to provide them with a global perspective and rigor in their studies, simultaneously challenging them to take socially responsible action as a result of their learning experiences. PLP students demonstrate their learning with tangible, relevant products including models, performances, portfolios, exhibits, and major projects. They gain an understanding of the value of teamwork through the completion of group projects. In the final year of the program students complete the PYP Exhibition, a significant event in the life of our school and students. This special long term project and exhibit provides an opportunity for our sixth grade students to synthesize and exhibit the essential elements of their PYP journey.

This school year our seventh and eighth grades (middle school), who are staffed by single-subject teachers, will enter year one of the IB Middle Years Program (MYP) authorization. During this school year, we will begin the process to receive IB Middle Years Program (MYP) authorization which requires all of our middle school teaching staff to receive IB training.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	77
Grade 1	88
Grade 2	90
Grade 3	88
Grade 4	91
Grade 5	95
Grade 6	96
Grade 7	89
Grade 8	93
Total Enrollment	807

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	1.2
Asian	1.4
Filipino	1.4
Hispanic or Latino	70.8
Native Hawaiian or Pacific Islander	0.2
White	12
Two or More Races	0.1
Socioeconomically Disadvantaged	76.3
English Learners	20.9
Students with Disabilities	11.2
Foster Youth	1.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	39	39	29	664
Without Full Credential	0	0	1	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	83.0	17.1
All Schools in District	76.4	23.6
High-Poverty Schools in District	76.4	23.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
Mathematics	Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Learning Plaza is located at Rayburn Road and Division Street in Palmdale. The building is eleven years old and is in excellent condition. We take pride in keeping our school grounds and buildings clean on a regular basis. 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 grounds and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	42	30	44
Mathematics	35	19	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	87	98.9	46	39	9	6
	4	88	88	100.0	42	27	19	11
	5	98	97	99.0	29	23	37	11
	6	97	96	99.0	36	25	31	7
	7	91	91	100.0	19	32	41	9
	8	93	91	97.8	10	21	51	19
Male	3		40	45.5	50	38	10	3
	4		45	51.1	40	36	13	11
	5		38	38.8	26	24	47	3
	6		48	49.5	38	25	35	2
	7		41	45.1	22	34	34	10
	8		47	50.5	13	26	55	6
Female	3		47	53.4	43	40	9	9
	4		43	48.9	44	19	26	12
	5		59	60.2	31	22	31	17
	6		48	49.5	35	25	27	13
	7		50	54.9	16	30	46	8
	8		44	47.3	7	16	45	32
Black or African American	3		4	4.5	--	--	--	--
	4		14	15.9	21	50	21	7
	5		9	9.2	--	--	--	--
	6		11	11.3	36	27	36	0
	7		17	18.7	6	35	47	12
	8		16	17.2	13	19	56	13
American Indian or Alaska Native	3		2	2.3	--	--	--	--
	4		2	2.3	--	--	--	--
	6		1	1.0	--	--	--	--
	7		2	2.2	--	--	--	--
	8		1	1.1	--	--	--	--
Asian	3		2	2.3	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.0	--	--	--	--
	7		2	2.2	--	--	--	--
	8		1	1.1	--	--	--	--
Filipino	5		3	3.1	--	--	--	--
	6		3	3.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		3	3.2	--	--	--	--
Hispanic or Latino	3		74	84.1	45	39	9	7
	4		63	71.6	51	22	19	8
	5		74	75.5	31	27	31	11
	6		63	64.9	43	27	22	8
	7		61	67.0	25	36	36	3
	8		46	49.5	4	22	59	15
Native Hawaiian or Pacific Islander	6		1	1.0	--	--	--	--
	7		1	1.1	--	--	--	--
White	3		5	5.7	--	--	--	--
	4		8	9.1	--	--	--	--
	5		10	10.2	--	--	--	--
	6		14	14.4	21	21	43	14
	7		8	8.8	--	--	--	--
	8		21	22.6	14	14	38	33
Socioeconomically Disadvantaged	3		70	79.5	46	40	10	4
	4		74	84.1	47	24	18	11
	5		74	75.5	31	26	32	11
	6		75	77.3	43	27	23	8
	7		72	79.1	21	35	39	6
	8		60	64.5	12	27	52	10
English Learners	3		32	36.4	53	41	6	0
	4		19	21.6	79	21	0	0
	5		15	15.3	67	33	0	0
	6		14	14.4	93	7	0	0
	7		14	15.4	57	29	14	0
	8		5	5.4	--	--	--	--
Students with Disabilities	3		11	12.5	82	18	0	0
	4		7	8.0	--	--	--	--
	5		12	12.2	83	17	0	0
	6		16	16.5	88	13	0	0
	7		9	9.9	--	--	--	--
	8		14	15.1	50	21	21	7
Students Receiving Migrant Education Services	3		1	1.1	--	--	--	--
	4		2	2.3	--	--	--	--
	5		3	3.1	--	--	--	--
	6		2	2.1	--	--	--	--
	7		3	3.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		3	3.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	86	97.7	47	30	20	3
	4	88	88	100.0	32	42	24	2
	5	98	97	99.0	37	37	16	9
	6	97	96	99.0	43	35	16	6
	7	91	91	100.0	19	40	23	18
	8	93	91	97.8	13	16	33	37
Male	3		39	44.3	44	26	28	3
	4		45	51.1	27	40	29	4
	5		38	38.8	32	34	18	16
	6		48	49.5	40	38	19	4
	7		41	45.1	20	32	24	24
	8		47	50.5	19	19	30	32
Female	3		47	53.4	49	34	13	4
	4		43	48.9	37	44	19	0
	5		59	60.2	41	39	15	5
	6		48	49.5	46	33	13	8
	7		50	54.9	18	46	22	12
	8		44	47.3	7	14	36	43
Black or African American	3		4	4.5	--	--	--	--
	4		14	15.9	21	50	29	0
	5		9	9.2	--	--	--	--
	6		11	11.3	55	36	9	0
	7		17	18.7	12	47	24	18
	8		16	17.2	25	19	25	31

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3		2	2.3	--	--	--	--
	4		2	2.3	--	--	--	--
	6		1	1.0	--	--	--	--
	7		2	2.2	--	--	--	--
	8		1	1.1	--	--	--	--
Asian	3		2	2.3	--	--	--	--
	4		1	1.1	--	--	--	--
	5		1	1.0	--	--	--	--
	6		1	1.0	--	--	--	--
	7		2	2.2	--	--	--	--
	8		1	1.1	--	--	--	--
Filipino	5		3	3.1	--	--	--	--
	6		3	3.1	--	--	--	--
	8		3	3.2	--	--	--	--
Hispanic or Latino	3		73	83.0	47	27	22	4
	4		63	71.6	38	40	19	3
	5		74	75.5	36	41	15	8
	6		63	64.9	49	32	14	5
	7		61	67.0	25	41	20	13
	8		46	49.5	7	17	43	33
Native Hawaiian or Pacific Islander	6		1	1.0	--	--	--	--
	7		1	1.1	--	--	--	--
White	3		5	5.7	--	--	--	--
	4		8	9.1	--	--	--	--
	5		10	10.2	--	--	--	--
	6		14	14.4	21	36	21	21
	7		8	8.8	--	--	--	--
	8		21	22.6	14	10	24	52
Socioeconomically Disadvantaged	3		70	79.5	47	31	19	3
	4		74	84.1	35	45	18	3
	5		74	75.5	41	38	15	7
	6		75	77.3	47	35	13	5
	7		72	79.1	24	39	22	14
	8		60	64.5	17	18	35	30
English Learners	3		32	36.4	56	28	16	0
	4		19	21.6	53	42	5	0
	5		15	15.3	67	33	0	0
	6		14	14.4	79	21	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		14	15.4	57	36	7	0
	8		5	5.4	--	--	--	--
Students with Disabilities	3		11	12.5	91	9	0	0
	4		7	8.0	--	--	--	--
	5		12	12.2	92	8	0	0
	6		16	16.5	75	19	6	0
	7		9	9.9	--	--	--	--
	8		14	15.1	43	43	0	14
Students Receiving Migrant Education Services	3		1	1.1	--	--	--	--
	4		2	2.3	--	--	--	--
	5		3	3.1	--	--	--	--
	6		2	2.1	--	--	--	--
	7		3	3.3	--	--	--	--
	8		3	3.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	61	68	74	48	48	49	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	74
Male	77
Female	71
Black or African American	78
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	72
White	94
Socioeconomically Disadvantaged	--
English Learners	27
Students with Disabilities	71
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.40	28.90	22.70
7	11.20	30.30	56.20

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Palmdale Learning Plaza encourages parent involvement. The parents can be involved in a variety of school activities: classrooms volunteers, School Site Council (SSC), Parent-Teacher Association (PTA), English Language Advisory Council (ELAC), African-American Parent Advisory Council, Superintendent’s Advisory Council (SAC), Parent Academy, and Parenting Partners workshops.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.56	2.75	2.86	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Palmdale Learning Plaza has developed a comprehensive School Safety Plan and Emergency Preparedness Plan. The plans were reviewed and updated in September 2014. All staff members are trained and required to become knowledgeable with the plans and adhere to their provisions set forth thereof in case of an emergency. The plans include information regarding earthquakes, fire, suspicious trespassers, bomb threats, chemical spills, fallen aircraft and air pollution. Evacuation plans have been updated and staff responsibility flowcharts have been distributed to all staff members. Fire drills are held monthly. A lockdown drill was held in April 2015 and comprehensive emergency drills, California Great Shakeout, were held in October 2013, October 2014, and October 2015.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment).

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	24
Percent of Schools Currently in Program Improvement	N/A	88.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29		3		22	1	3		26		6	
1	29		3		30		3		29		6	
2	31		3		30		3		30		6	
3	29		3		30		3		29		6	
4	20	3	3		19	3	4		30		6	
5	20	3	4		23	2	3		30		6	
6	30		3		16	5	3		22	3	5	1
Other	3	1							7	4		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	8	10		21	6	8		25	2	12	
Mathematics	24	2	12		23	3	10		26	2	12	
Science	24	1	6		25	1	6		23	2	6	
Social Science	24	1	6		25	1	6		26	1	6	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$414.68	\$331.59	\$83.10	\$63,715.57
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	-2.3	-3.9
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-98.2	-10.0

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

Types of Services Funded (Fiscal Year 2014-15)

In conjunction with our rigorous academic programs, numerous support programs are offered at Palmdale Learning Plaza. Programs include: Title I, Resource Specialist (RSP), Gifted and Talented Education (GATE), English Language Development (ELD), Deaf and Hard of Hearing (DHH), Speech, Psychological and Academic Testing, International Baccalaureate (IB) Primary Years Program (PYP), Physical Education, and Adaptive Physical Education. Additionally, we offer a variety of clubs and activities: Arabic club, IB Service Learning, ASB, Yearbook, Speech and Debate, Robotics, Science Olympiad, Cyberquest, Intramural Sports, and Accelerated Reader. Tutoring classes are offered before and after school.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers meet frequently within and across grade levels in 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 Common Core 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. Courses are offered throughout the year on week nights and Saturdays.

Training is offered on content specific and professional areas such as Teacher Leaders, English Language Arts and mathematics common core workshops, unpacking standards, and intervention programs, including RTI. Administration training focuses on the development of professional learning communities and Common Core State standards.

Conference and convention attendance (IB/CABE), 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.