

Palmdale Learning Plaza

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

DataQuest

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

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
CDS Code	19 64857 6111546

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

School Description and Mission Statement (School Year 2012-13)

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

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.

Description:

The Palmdale Learning Plaza (PLP) is a K-8 School of Choice. Attendance area covers all of Palmdale School District and draws approximately 50 students from outside the Palmdale School District. PLP is administered by a principal and a half-time assistant principal. PLP has 28 general education and three Deaf and Hard of Hearing (DHH) teachers in grades pre-K to 8th grade. PLP has a full-time Learning Support Teacher (LST) teacher, a full-time Speech and Language Pathologist, two full-time Resource Specialists (RSP), and a half-time psychologist. PLP also houses three DHH itinerant teachers for the Antelope Valley Special Education Local Plan Area (SELPA) along with an audiologist. Classified office support personnel include a secretary, a full-time health clerk, a three-quarter-time program liaison, and a half-time bilingual typist clerk. Additionally, PLP has a half-time library clerk, a three-quarter-time RSP instructional aide, a half-time speech assistant, nine full-time DHH interpreters, three full-time DHH paratranslators, a DHH office clerk, and three custodians. The Palmdale Learning Plaza functions with a traditional school year calendar. We have 180 instructional school days. Students in K-8 attend school all day for a total of 360 minutes.

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 year we were involved in a rigorous self-study as part of the reauthorization process for IB World Schools.

Our seventh and eighth grades (middle school) are staffed by single-subject teachers. We are in the process of applying for IB Middle Years Program (MYP) authorization. To do so, our middle school teaching staff will receive IB training to begin the authorization process.

Additionally, the PLP DHH program serves the DHH community as the site for the Antelope Valley Special Education Local Plan Area (SELPA). Our audiologist services Antelope Valley elementary and high school districts, and our three itinerant DHH teachers provide support to the local elementary school districts.

Mission:

PLP adheres to the PSD Mission: 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.

Vision:

Palmdale Learning Plaza (PLP) is committed to creating a rich educational environment requiring academic excellence through continuous improvement, self-renewal through reflection, and creativity for learners and facilitators. PLP seeks students of all abilities who truly desire to learn. Best practice instructional strategies from the International Baccalaureate Organization are used to provide instruction in critical thinking, problem solving and character development. We promote life-long learning, empathy and global compassion, literacy across the curriculum, working collaboratively and serving others. Education at PLP is centered on preparing today's students for a productive role in this multicultural world. To support these efforts, roles are defined so that teachers and staff are learners, students are talented resources, the community is our campus and parents are indispensable partners.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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), and the Superintendent's Advisory Council (SAC), and Parent Academy workshops.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	59	60	55	41	44	42	54	56	55
Mathematics	64	68	70	47	49	43	49	50	50
Science	60	73	62	50	54	48	57	60	59
History-Social Science	71	65	51	36	42	38	48	49	49

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42	43	48	38
All Student at the School	55	70	62	51
Male	50	68	64	43
Female	60	72	60	59
Black or African American	58	56	50	
American Indian or Alaska Native				
Asian				
Filipino	75	92		
Hispanic or Latino	47	69	55	45
Native Hawaiian/Pacific Islander				
White	72	83	92	61
Two or More Races				
Socioeconomically Disadvantaged	49	66	56	43
English Learners	25	50	15	
Students with Disabilities	26	42		
Students Receiving Migrant Education Services	50	61	36	

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.3	28.9	26.7
7	22.1	18.6	51.2

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.

IV. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	7	6	6
Similar Schools	7	8	9

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-1	6	-5
Black or African American	3	-4	25
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	0	7	3
Native Hawaiian/Pacific Islander			
White	-15	34	-23
Two or More Races			
Socioeconomically Disadvantaged	9	6	-2
English Learners	8	-3	21
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	612	831	14,833	744	4,655,989	790
Black or African American	100	829	2,305	695	296,463	708
American Indian or Alaska Native	9		89	727	30,394	743
Asian	7		115	850	406,527	906
Filipino	12	929	218	854	121,054	867
Hispanic or Latino	369	808	10,548	746	2,438,951	744
Native Hawaiian/Pacific Islander	6		23	773	25,351	774
White	101	885	1,121	795	1,200,127	853
Two or More Races	6		248	722	125,025	824
Socioeconomically Disadvantaged	463	813	12,561	731	2,774,640	743
English Learners	159	773	5,679	714	1,482,316	721
Students with Disabilities	81	656	1,946	590	527,476	615

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

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

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	---	25
Percent of Schools Currently in Program Improvement	---	92.6

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	88
Grade 1	88
Grade 2	92
Grade 3	94
Grade 4	95
Grade 5	96
Grade 6	90
Grade 7	85
Grade 8	82
Total Enrollment	810

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	14.7	White	16.4
American Indian or Alaska Native	1.2	Two or More Races	1.2
Asian	1.4	Socioeconomically Disadvantaged	73.5
Filipino	1.7	English Learners	26.7
Hispanic or Latino	62.2	Students with Disabilities	10.4
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.7	0	3	0	21.3	1	3	0	22	1	3	
1	24.3	1	3	0	29.7	0	3	0	18	2	3	
2	30.3	0	3	0	29.7	0	3	0	23	1	3	
3	29	0	3	0	30	0	3	0	24	1	3	
4	30.3	0	3	0	18.8	3	3	0	20	3	3	
5	30.7	0	3	0	29.7	0	3	0	15	6	4	
6	31	0	3	0	24.3	1	3	0	8	10	3	
Other												

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	2010-11				2011-12				2012-13			
	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	23.4	2	6	0	22.6	6	10	0	19	8	10	
Mathematics	26.7	1	5	1	30.4	0	8	4	24	2	12	
Science	26.7	1	6	0	4	1	0	0	24	1	6	
Social Science	26.7	1	6	0	30.2	0	5	1	24	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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Palmdale Learning Plaza has developed a comprehensive School Safety Plan and Emergency Preparedness Plan. The plans were reviewed and updated in September 2012. 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 January 2013 and comprehensive emergency drills, Great California Shakeout, were held in October 2012 and June 2013.

Suspensions and Expulsions

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

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	3.37	4.46	3.17	14.14	17.14	15.98
Expulsions	0	0.00	0	0.69	0.43	.08

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

The Learning Plaza is located at Rayburn Road and Division Street in Palmdale. The building is six 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: Dec 2013				
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 Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	39	39	39	812
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.4	0.6
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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012-June

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	K-6: Scott Foresman-Addison Wesley enVision Math California 2009 7: Prentice Hall Pre-Algebra California Edition 2009 8: Prentice Hall Algebra California Edition 2009	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

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$414.68	\$331.59	\$83.10	\$63,715.57
District	---	---	\$85.08	\$65,654
Percent Difference: School Site and District	---	---	-2.3	-3.0
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-98.5	-9.2

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Numerous programs are offered in conjunction with our rigorous academic programs. Programs include: Title I, Resource Specialist (RSP), Gifted and Talented (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 language clubs: Mandarin Chinese and Arabic. PLP also sponsors the following clubs and activities: Builders Club, ASB, California Junior Scholarship Federation (CJSF), Yearbook, chess, and Accelerated Reader. Remediation and enrichment classes are offered before and after school.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,094	\$41,451
Mid-Range Teacher Salary	\$63,873	\$67,655
Highest Teacher Salary	\$76,393	\$85,989
Average Principal Salary (Elementary)	\$107,083	\$108,589
Average Principal Salary (Middle)	\$108,445	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$218,093	\$182,548
Percent of Budget for Teacher Salaries	36.6%	41.8%
Percent of Budget for Administrative Salaries	5.1%	5.5%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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.

Trainings are 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, 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.