

# Palmdale Learning Plaza

## 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/fq/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

<b>School Name</b>	Palmdale Learning Plaza
<b>Street</b>	38043 Division Street
<b>City, State, Zip</b>	Palmdale, CA 93551-3427
<b>Phone Number</b>	(661) 538-9034
<b>Principal</b>	Susan Summers
<b>Email Address</b>	ssummers@palmdalesd.org
<b>School Website</b>	<a href="https://www.palmdalesd.org/Page/4471">https://www.palmdalesd.org/Page/4471</a>
<b>County-District-School (CDS) Code</b>	19 64857 6111546

## 2023-24 District Contact Information

<b>District Name</b>	Palmdale Elementary School District
<b>Phone Number</b>	661-947-7191
<b>Superintendent</b>	Raul Maldonado
<b>Email Address</b>	DJNardi@palmdalesd.org
<b>District Website</b>	<a href="http://www.palmdalesd.org">www.palmdalesd.org</a>

## 2023-24 School Description and Mission Statement

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 Programme and the Middle Years Programme, it is our mission to create an inquiry-based and interdisciplinary course of learning 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.

PUMA Motto: "What do Pumas do?"

"Pumas Understand, Master and Achieve!"

School Details:

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 31 general education, K-8, and three Special Day Class (SDC) Deaf and Hard of Hearing (DHH) classes, pre-K to 5th.

## 2023-24 School Description and Mission Statement

PLP is administered by a principal and an assistant principal. Including administration, the front office staff is comprised of a secretary, and a part time bilingual clerk, a full-time health clerk, and a full time parent community liaison. 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 itinerant teachers, and three DHH classroom teachers. Additionally, PLP has a full-time learning support teacher (LST), a full-time TOSA serving as the International Baccalaureate Coordinator, a full-time speech and language pathologist (SLP), a .2 speech and language pathologist (SLP), a full time school psychologist, full-time guidance counselor, 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 180 instructional school days. With the exception of the DHH pre-K, all students in K-5 attend school all day for a total of 339 minutes and 6--8 attend a school day of 338 minutes.

Palmdale Learning Plaza has 816 students. Our student population reflects the diverse community of Palmdale: 73% are Hispanic, 8% White, 13% African American, 1% Asian, 3.5% Two or more races, <1% American Indian/Alaskan, <1% Native Hawaiian/Pacific Islander and rest are of other ethnicities. 18% of our students are EL, 12% RFEP, 12% GATE, 10% Students w/Disabilities, and 78% Socioeconomically Disadvantaged.

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

Palmdale Learning Plaza is an authorized International Baccalaureate (IB) World School Primary Years Program (PYP) and Middle Years Program (MYP). The IB PYP authorization covers grades K-5 and the IB MYP authorization covers grades 6-8. IB 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 eighth 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. In the MYP, students begin working on service/community projects with a culminating project in eighth grade.

### School Facilities:

Palmdale Learning Plaza houses 36 classrooms, a maker space, science lab, library, media center, performing arts room, kitchen, cafeteria, and full gymnasium that, when combined with the cafeteria, opens into a theater. 32 of the 36 classrooms are utilized for general education and SDC classrooms. The four remaining classrooms are used by the RSP, LST and PE teachers. PLP has two smaller classrooms, about 1/5 the size of regular classrooms, which are utilized for SLP and DHH services. Additionally, we have a PTA office, a psychologist's office and an office for counseling services.

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## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	77
Grade 2	92
Grade 3	87
Grade 4	89
Grade 5	97
Grade 6	84
Grade 7	78
Grade 8	88
Total Enrollment	783

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.7%
American Indian or Alaska Native	0.6%
Asian	1.3%
Black or African American	13.3%
Filipino	0.4%
Hispanic or Latino	72.4%
Two or More Races	4.3%
White	7.7%
English Learners	17.9%
Foster Youth	0.8%
Homeless	0.6%
Migrant	0.4%
Socioeconomically Disadvantaged	79.8%
Students with Disabilities	12.4%

## 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)	32.70	93.97	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.40	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	73.80	8.18	12115.80	4.41
Unknown	1.90	5.60	50.10	5.56	18854.30	6.86
Total Teaching Positions	34.80	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)	35.00	97.04	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	1.83	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.39	58.20	6.46	11953.10	4.28
Unknown	0.20	0.72	27.30	3.03	15831.90	5.67
Total Teaching Positions	36.10	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	0.30
Misassignments	0.10	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.60

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.10

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.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	0.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

All students are provided with appropriate textbooks and materials in each curriculum area. Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)	
Year and month in which the data were collected	November 2023



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	K-8: Amplify Science 2020	Yes	0
<b>History-Social Science</b>	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0

### School Facility Conditions and Planned Improvements

The Learning Plaza is located at Rayburn Road and Division Street in Palmdale. The building is thirteen years old and is mostly 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. High Performance Learning Environments, Inc. (HPLE) has met with staff, parents, and students to prioritize improvements/wish lists to be made to Palmdale Learning Plaza.

**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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	41	46	29	28	47	46
<b>Mathematics</b> (grades 3-8 and 11)	24	33	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
<b>All Students</b>	525	524	99.81	0.19	45.51
<b>Female</b>	270	269	99.63	0.37	49.25
<b>Male</b>	255	255	100.00	0.00	41.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	67	67	100.00	0.00	37.31
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	381	380	99.74	0.26	44.85
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	21	21	100.00	0.00	52.38
<b>White</b>	48	48	100.00	0.00	58.33
<b>English Learners</b>	76	76	100.00	0.00	13.16
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	422	421	99.76	0.24	43.23
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	65	64	98.46	1.54	4.76

## 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	525	523	99.62	0.38	33.08
Female	270	269	99.63	0.37	29.37
Male	255	254	99.61	0.39	37.01
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	67	66	98.51	1.49	24.24
Filipino	--	--	--	--	--
Hispanic or Latino	381	380	99.74	0.26	31.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	38.10
White	48	48	100.00	0.00	50.00
English Learners	76	76	100.00	0.00	7.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	422	420	99.53	0.47	30.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	63	96.92	3.08	4.76

### 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)	19.25	21.74	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	184	184	100.00	0.00	21.74
Female	97	97	100.00	0.00	17.53
Male	87	87	100.00	0.00	26.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	25	100.00	0.00	12.00
Filipino	--	--	--	--	--
Hispanic or Latino	122	122	100.00	0.00	21.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	31.82
English Learners	19	19	100.00	0.00	5.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	151	100.00	0.00	19.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.17

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	98	97	97	98
Grade 7	99	99	99	99	96

## 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

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), District English Language Advisory Council African-American Parent Advisory Council (AAPAC), Superintendent's Advisory Council (SAC), Parent Academy, Parent Ambassadors for the Palmdale Promise and Family Leadership workshops.

Additionally, parents are invited to attend both virtual and in-person information nights such as IB Parent Nights for PYP and MYP, Community Project information meetings, Back to School Night and more.

#### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	828	809	164	20.3
Female	410	401	84	20.9
Male	418	408	80	19.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	1	20.0
Asian	10	10	4	40.0
Black or African American	107	106	21	19.8
Filipino	3	3	1	33.3
Hispanic or Latino	603	586	121	20.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	35	35	7	20.0
White	65	64	9	14.1
English Learners	161	157	26	16.6
Foster Youth	7	6	0	0.0
Homeless	8	8	4	50.0
Socioeconomically Disadvantaged	664	647	139	21.5
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	109	107	21	19.6

## 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
<b>Suspensions</b>	0.00	1.48	3.14	0.06	5.41	5.27	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.12	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
<b>All Students</b>	3.14	0.12
<b>Female</b>	1.95	0.24
<b>Male</b>	4.31	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	3.74	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	3.15	0.17
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	5.71	0
<b>White</b>	1.54	0
<b>English Learners</b>	1.86	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	3.16	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	3.67	0

## 2023-24 School Safety Plan

The Palmdale Learning Plaza has developed a comprehensive School Safety Plan and Emergency Preparedness Plan. The plans were reviewed and updated in January, 2022. All staff members are trained and required to become knowledgeable with the plans and adhere to their provisions set forth in case of an emergency. The plans include information regarding earthquakes, floods, fire, smog, school riots, severe weather, community riots, external violent threats, bomb threats, chemical spills, fallen aircraft, nuclear explosion, and power outages. Further, school plans are routinely updated to include the latest and most necessary updates regarding COVID-19 safety precautions such as testing, contact tracing, and quarantines.

Evacuation plans have been updated and staff responsibility flowcharts have been distributed to all staff members. Fire drills are held monthly. The California Great Shakeout was held on October 20, 2022. A lock-down drill is scheduled for March 2023 and all staff certificated and classified have been ALICE trained. As we continue to move forward with ALICE, students will be trained and we will continue to review the components and intent of ALICE. All Palmdale Learning Plaza staff members are connected through the safety app Crisis Go as a management tool used during both emergency drills and emergencies.

## 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	19	7	21	
1	23	7	21	
2	24	7	21	
3	24	7	21	
4	25	7	21	
5	23	7	21	
6	24	8	19	3

### 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	16	10	20	
1	21	7	21	
2	22	7	21	
3	18	14	21	
4	23	7	21	
5	23	7	21	
6	20	15	17	



## 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	22	7	20	0
1	19	7	21	0
2	23	7	21	0
3	17	14	21	0
4	22	7	21	0
5	24	7	21	0
6	20	19	14	1
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	2.2
Resource Specialist (non-teaching)	
Other	9

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,827	\$719	\$10,108	\$95,616
District	N/A	N/A	\$4,552	\$97,605
Percent Difference - School Site and District	N/A	N/A	75.8	-2.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	28.2	6.5

## Fiscal Year 2022-23 Types of Services Funded

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), and candidate school for Middle Years Program (MYP), Physical Education, and Adaptive Physical Education.

Additionally, we offer a variety of clubs and activities: American Sign Language Club, ASB, Yearbook, Mathletes, Science Olympiad, Cyberquest,, Interscholastic Sports, Sewing Club, Homework Club, Math and Language Arts Tutoring, STEM Club, Coding, and Accelerated Reader Club. Tutoring classes are offered before and after school.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,172	\$54,215
Mid-Range Teacher Salary	\$83,295	\$86,843
Highest Teacher Salary	\$116,624	\$111,440
Average Principal Salary (Elementary)	\$128,005	\$140,851
Average Principal Salary (Middle)	\$132,060	\$147,065
Average Principal Salary (High)	\$122,519	\$142,189
Superintendent Salary	\$251,125	\$252,466
Percent of Budget for Teacher Salaries	26.83%	33.16%
Percent of Budget for Administrative Salaries	5.13%	5.15%

Professional Development

Teachers meet frequently within and across grade levels in lesson studies and grade specific institutes to plan and discuss the standards being taught 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, both on weekdays in the afternoon and weekends as well. Training is also offered during the summer months on content specific and professional areas such as International Baccalaureate (IB) programs, Primary Years Program (PYP) and Middle Years Program (MYP), Teacher Leaders, English Language Arts, mathematics workshops, intervention programs, and meeting the needs of GATE students. Administration training focuses on the development of Professional Learning Communities and data analysis.

Conference and convention attendance (IB and more), in-service meetings and staff collaboration offers additional opportunities for professional growth. The IB (International Baccalaureate) Coordinator provides professional development related to the IB program by conducting monthly IB Academies during staff meetings that focus on strategies of the program. The Literacy Coach also offers professional development at staff meetings, as needed to review testing data (LPM's in Illuminate).

PLP is implementing and continuing PD's using Teacher Clarity. We are implementing Becoming a Reader PD where we look at standards and data to drive instruction.

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	15	24	28