

The Palmdale Aerospace Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	The Palmdale Aerospace Academy
Street	3300 E. Palmdale Blvd.
City, State, Zip	Palmdale, Ca, 93550-5036
Phone Number	661-273-3680
Principal	Melinda Jaggi, Co-CEO
Email Address	mjaggi@tpaa.org
Website	www.tpaa.org
County-District-School (CDS) Code	19-64857-0125377

Entity	Contact Information
District Name	Palmdale School District
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
Email Address	rmaldonado@palmdalesd.org
Website	www.palmdalesd.org

School Description and Mission Statement (School Year 2019-20)

About Our School

The Palmdale Aerospace Academy is an independent public charter school with an emphasis in STEM Education. Internships, professional mentors, and community service opportunities enable our students to make connections with local industry professionals. Our students have the ability to take a STEM class every year as well as all required general education classes. The Palmdale Aerospace Academy is providing the education for the workforce of the 21st Century.

The Need: The Palmdale Aerospace Academy plays a vital role, and fills a critical need, in the Antelope Valley community. By 2022, America will need 2.3 million new scientists and engineers, including 1.2 million in the computer occupations and 544,300 engineers. Many of these are needed in the Antelope Valley if the region is to maintain the worldwide reputation for aviation innovation and production that prompted Newsweek magazine to name it "Aerospace Valley." Meanwhile, there is also a need to increase the percentage of Antelope Valley youth, particularly from underrepresented populations, who go on to college and successful careers.

The Mission: The Palmdale Aerospace Academy prepares students for college and a wide variety of careers in the science and engineering fields, at the same time providing a "homegrown workforce" for a wide variety of local high tech firms. Through an innovative combination of programs designed to boost life skills as well as academic success, we promise our students and our community that every student who graduates will leave here with a clear college and/or career master plan.

The Vision: Within three to five years, Palmdale Aerospace Academy graduates will be successfully employed in a variety of science and technology fields as well as other fields of their choosing.

The Philosophy: At The Palmdale Aerospace Academy, we believe:

- The Palmdale community has a responsibility to educate its young people in the best way possible.
- Each student deserves the opportunity to design, create, and explore new ideas.
- Students of all races, ethnicities, backgrounds, and socioeconomic levels deserve an equal opportunity to achieve academic and professional success.
- All students, by the time they leave our school, should be critical thinkers and problem solvers, agile and adaptable collaborators, effective communicators, curious and imaginative thinkers, and college or career ready citizens.

2018-2019

The Palmdale Aerospace Academy currently serves just over 2300 students in grades Transitional Kindergarten through 12. This year, TPAA continues to work on meeting its goals. Progress is measured and reported as data is available throughout the year. Progress and reports can be found on the school's website at www.tpaa.org. In addition to the online BI reports, progress is regularly reported at staff, ELAC, SSC, and board meetings. TPAA is expanding both its EL and RtI programs to ensure that our students receive more robust supports. TPAA also continues to make strides towards improving our state test scores with the creation and implementation of a CAASPP Strategic Plan, spearheaded by the school's CAASPP coordinators.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	252
Grade 7	254
Grade 8	265
Grade 9	253
Grade 10	243
Grade 11	200
Grade 12	167
Total Enrollment	1,634

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.4
Asian	0.6
Filipino	1.7
Hispanic or Latino	81.9
Native Hawaiian or Pacific Islander	0.2
White	6.9
Socioeconomically Disadvantaged	82.9
English Learners	11
Students with Disabilities	7.1
Foster Youth	0.9
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	61	69	83	
Without Full Credential	1	1	5	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	1
Vacant Teacher Positions	1	1	4

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync: 6th Grade StudySync: 7th Grade StudySync: 8th Grade StudySync: 9th Grade StudySync: 10th Grade StudySync: 11th Grade StudySync: 12th Grade Learning Without Tears: TK McGraw Hill, Wonders: K-5th Grade Reading and Writing Project: Units of Study for Reading and Writing: K-5th Grade Read Naturally: K-5th Grade English 3D: 4th-5th Grade	Yes	0
Mathematics	Discovery Education Irvine Math Project OpenUp Resources Edgems EngageNY Calculus of a Single Variable- Larson 10th Edition Calculus Extended, Gary Taylor & J Michael Shaw, 2017 eMathInstruction i-Ready: 3rd-5th Grade	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Learning Without Tears: TK Ready Math: K-5th Grade		
Science	Kessler Labs, Gizmos, VR, Discovery Education (6th Grade) Chemistry: AP Edition, 9th edition, Cengage Learning The Essential Earth, Second Edition, W. H. Freeman Biology 2014 Student Edition Grade 10 Holt California Physical Science Chemistry: Matter & Change, Laboratory Manual, Teacher Edition Physics: Principles with Applications Essentials of Human Anatomy & Physiology Mystery Science: K-5th Grade	Yes	0
History-Social Science	Pearson Interactive Ancient Civilizations (6th Grade) Pearson CA World History: myWorld Interactive Medieval and Early Modern Times (7th Grade) Pearson myWorld Interactive California American History Growth and Conflict (8th Grade) Pearson California World History: The Modern World (10th Grade) Cengage Learning, The American Pageant 16th Edition (11th Grade AP) McDougal Littell, US History 11 (11th Grade) Studies Weekly: K-5th Grade	Yes	0
Foreign Language	Prentice Hall, Spanish, Realidades 1, 2, 3 Entre Mundos, Second Edition Zehn Bang 1 & 2	Yes	0
Visual and Performing Arts	Art & Technical Theater- The Seagull Book of Plays (Fourth Edition) Intro to Engineering Design- https://my.pltw.org/	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Palmdale Aerospace is committed to providing a safe and amenable educational environment for all students. The middle and high school facility was built in 2017. The school provides a total of 72 classrooms. The campus has three primary buildings: The H Building is for our humanities studies, The T Building is for our technology programs, and the Administration Building is our main administration and offices. Each building was designed with the teachers needs and the students in mind. The H building features a collaborative hallway, where students are encouraged to engage one another in collaborative projects. The T Building features wet labs, and large lab spaces to fulfill STEM and Science needs. Our Administration building houses our Gymnasium, Cafeteria, Kitchen, Boardroom, large Narthex hallway and offices for counseling, administration and support staff.

In 2018-2019, The Palmdale Aerospace Academy built and opened our elementary school with the same design elements in mind. This campus consists of 25 classrooms, teaching grades TK through 5th grade. Once again, these classrooms, and this entire building was designed with the collaborative element in mind. Each grade level having retractable walls for major projects through the year. The elementary campus has custom designed play yards for our T-K and our 1st -5th grade students they also have access to our adjoining soccer field. The administration building houses our full size gym, library media room, counseling and administrators' offices health office and a room for our PTSO team. This facility was designed with expanded parking to accommodate for the frequent events of both campuses.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100% of Systems are in good repair.
Interior: Interior Surfaces	Good	Interior Surfaces are in good repair and are cleaned and fixed as needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	TPAA's campus is kept clean and pest/vermin are addressed with state-compliant vendor services.
Electrical: Electrical	Good	100% of electrical is in good repair and addressed as needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms, Sinks, and Drinking Fountains are in good repair and repaired as needed.
Safety: Fire Safety, Hazardous Materials	Good	Fire Safety and Hazardous Materials are in compliance and addressed as needed.
Structural: Structural Damage, Roofs	Good	TPAA's facility is newly constructed. Roofs and structural damage are addressed as needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	100% of School Grounds and Windows/Doors/Gates/Fences are in good repair. School grounds are regularly cleaned.
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	45	30	32	50	50
Mathematics (grades 3-8 and 11)	24	24	19	20	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	968	963	99.48	0.52	44.86
Male	503	500	99.40	0.60	40.80
Female	465	463	99.57	0.43	49.24
Black or African American	52	51	98.08	1.92	45.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	14	14	100.00	0.00	71.43
Hispanic or Latino	801	799	99.75	0.25	42.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	53	51	96.23	3.77	60.78

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	800	795	99.38	0.62	42.77
English Learners	242	240	99.17	0.83	20.42
Students with Disabilities	72	69	95.83	4.17	15.94
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	11	11	100.00	0.00	36.36
Homeless	--	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	968	963	99.48	0.52	24.40
Male	503	500	99.40	0.60	25.40
Female	465	463	99.57	0.43	23.33
Black or African American	52	51	98.08	1.92	27.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	801	799	99.75	0.25	22.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	53	51	96.23	3.77	29.41
Two or More Races					
Socioeconomically Disadvantaged	800	795	99.38	0.62	21.38
English Learners	242	240	99.17	0.83	12.08
Students with Disabilities	72	69	95.83	4.17	8.70
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	11	11	100.00	0.00	0.00
Homeless	--	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

The Palmdale Aerospace Academy does not have a CTE program at this time, however, 870 students are enrolled in CTE courses that are ineligible for the CTE Pathway.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	870
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	66.34
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	85.88

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	17.2	27.6	33.6
9	22.4	30.0	22.0

Note: 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. 2019-20 is the first year we have 5th grade students.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The Palmdale Aerospace Academy continues to make strides in increasing parent engagement each year. Some of these opportunities for parent/guardian participation include Parent University, Exhibitions of Learning, Back to School Night, PTSO, parent volunteer opportunities, PIQE, and club mentorship. Additionally, we actively encourage participation in our Board of Directors, School Site Council, Coffee and Conversation with the Principal and English Learners' Advisory Committee meetings. PIQE, a program initially intended for Spanish speaking parents, has been opened up to non- native Spanish speakers and presently garners an average of 35-40 attendees each meeting. Parent University, coordinated by our counseling department, has historically had around 40 parents in attendance.

For more information about any of these meetings or parent-oriented events, please contact our front desk at 661-273-3680.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	5.4	0.9	0.6		19	12.9	9.7	9.1	9.6
Graduation Rate	94.6	98.2	99.4		35.1	47.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.0	3.1	3.7	6.2	6.2	6.9	3.6	3.5	3.5
Expulsions	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

TPAA's safety plan was created prior to the opening of school in September 2012 and is edited annually. The plan was last reviewed and discussed with The Board of Directors in February 2019. The plan was last updated in January 2020 to reflect administrative changes. The largest change for the 19-20 school year was the integration of the Elementary Campus. The review of the site safety plan is continuous as drills reveal additional needs. The safety plan includes emergency evacuation and lock-down plans, as well as protocols and procedures for a variety of crises including fire, earthquake, active shooter, loss of utilities, and the like. Specific faculty members have been assigned roles in the event of an emergency, and participate in "support teams". These teams include a sweep team, the recovery team, and the utility shut-off team. The CEO coordinates support teams in the event of an emergency. Other elements of the Safety Plan include Discipline policies and practices that help to preserve a safe environment for all students. At TPAA, we have policies that address student behavior and safety issues, and we make every effort to enforce these fairly and consistently. Students have access to a student handbook that describes behavior expectations and consequences.

We continue to work with community partners and critical staff stakeholders to make improvements to our Safety Plan.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K					0	0	0	0	0	0	0	0
1					0	0	0	0	0	0	0	0
2					0	0	0	0	0	0	0	0
3					0	0	0	0	0	0	0	0
4					0	0	0	0	0	0	0	0
5					0	0	0	0	0	0	0	0
6					30	7	42	7	31	2	57	0
Other**												

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	30	4	28	11	30	3	28	15	27	11	39	2
Mathematics	28	9	28	7	27	6	36	8	27	8	42	1
Science	29	2	42	2	30	3	39	7	28	9	44	0
Social Science	30	1	29	3	29	6	15	19	29	4	26	11

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1:330

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,860.78	\$1,779.96	\$6,080.82	\$54,652
District	N/A	N/A		\$81,835.00
Percent Difference - School Site and District	N/A	N/A		-17.6
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	29.7	-22.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

All students, including students with IEPs, have access to TPAA's Pyramid Response to Intervention. Special needs students have access to interventions alongside the general education population. All students receive academic support through their Bridge classes and may be assigned to additional intervention support during our Tutoring, Intervention, Enrichment, and Study Skills (TIES) period as needed. Before and after school tutoring are also available to all students. When these supports are not enough, students may be placed in an academic study skills course during the school day. RSP case carriers provide additional support in mathematics and English Language Arts classes and work with all staff to ensure that IEP's are implemented effectively. This helps to ensure that each student receives FAPE. RSP case carriers also review student progress at frequent intervals and provide feedback. This helps to ensure that all students are in the most effective, least restrictive environment. Learning facilitators also work with our RSP students and support the program as a whole. TPAA also funds EL specific bridge periods to support our English language learner students and in 2017-2018 provided release time for an EL Program Manager. TPAA supports students by defraying costs for AP and PSAT exams for all students. In an effort to provide support to the families of our students, TPAA also designates funding toward the development and implementation of parent programs to build capacity in our families to support their students at home.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,417	\$45,741
Mid-Range Teacher Salary	\$78,896	\$81,840
Highest Teacher Salary	\$110,575	\$102,065
Average Principal Salary (Elementary)	\$120,326	\$129,221
Average Principal Salary (Middle)	\$118,685	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$245,000	\$224,581
Percent of Budget for Teacher Salaries	32%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science	3	N/A
Social Science	9	N/A
All courses	24	17.6

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	66	69	33

TPAA embraces the philosophy of a professional learning community (PLC). The entire faculty body meets during the summer for at least one full week of collaborative training and regrouping every year. Much of the time during the summer institute is spent in review of progress and planning for the upcoming school year. To that end, each teacher is an integral part of this process. Every teacher is part of a content team that sets goals for the next year in their subject area. Each teacher is also a part of a grade level team that establishes goals for their assigned grade level. These goals follow the SMART goal structure in that they are Strategic, Measurable, Achievable, Realistic, and Time-bound. Each team monitors their progress toward meeting their goals. Within the context of the TPAA teacher evaluation protocols, including teacher observations and peer feedback, each team gives an annual report to administration that articulates the team's overall progress in achieving their goals.

Content, grade level, and whole faculty professional development is carried out in the summer during the school's summer institute, during regularly scheduled student free days at the end of each quarter, and during scheduled monthly meetings. TPAA's Special Education Team also hosts work sessions during the summer institute to inform teachers regarding serving students with special needs and the school's full inclusion model. In addition to this, TPAA sends teachers and teacher teams to appropriate staff development strands off campus as needed. Examples of these are AP trainings and PLTW summer training.

Teams use various data collection techniques, to identify, report, and request staff development needs. The teams then work with administration to coordinate further break-out sessions during student free days or during regularly scheduled faculty meetings. Sessions are geared to address the identified need of the faculty to as they work to develop as professional educators serving the Palmdale community.