

# Shadow Hills Magnet Academy of Engineering & Design

## 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>	Shadow Hills Magnet Academy of Engineering & Design
<b>Street</b>	37315 60th St. East
<b>City, State, Zip</b>	Palmdale, CA 93552-5462
<b>Phone Number</b>	(661) 533-7400
<b>Principal</b>	Dr. Krishna Spates
<b>Email Address</b>	kdspates@palmdalesdd.org
<b>School Website</b>	<a href="https://www.palmdalesd.org/sh">https://www.palmdalesd.org/sh</a>
<b>County-District-School (CDS) Code</b>	19648576115281

## 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

The Mission of Shadow Hills is to deliver rigorous, standards-based instruction to all students, while providing a safe environment and encouraging personal accountability in order to provide opportunities for success in society. The Shadow Hills Magnet Academy's staff will build a school atmosphere that is respectful and responsive. A warm, welcoming environment for all of the educational community will be fostered, along with an awareness of the fact the intermediate school experience is a vital bridge between Elementary School and High School. Priorities include reinforcing the Palmdale School District character traits of being trustworthy, responsible, respectful and fair.

The Vision of Shadow Hills: Shadow Hills Magnet Academy engages students in a rigorous curriculum, emphasizing positive accountability and respectful interaction school-wide.

### School Description:

Shadow Hills Magnet Academy is a sixth, seventh and eighth-grade school located in Palmdale, California. Shadow Hills opened its doors in 1998, and currently serves a population of 868 students. Our population is becoming more diverse with each passing year. Our student population is 15.7% African American, 2.4% Asian, 76.4% Hispanic/Latino, 1.2% Two or More Races, and 3.1% White. Of our students, 38.2% of our student population are English Language Learners, with their primary language spoken, being Spanish. Of our student population, 18.2% qualifies for Special Education Services. Shadow Hills has 3.1% of its student population identified as Gifted and Talented. Due to the new child nutrition program, Community Eligibility Provision program all students eat free breakfasts and lunches. This allows Shadow Hills to be considered a school wide Title I program school.

Shadow Hills is very proud of its 42 member teaching staff. The average years of teaching experience at Shadow Hills is 16 years, with 95.6% of teachers being fully credentialed, and 95.6% are CLAD certified. The school consists of 35 general education classroom teachers, and a Restorative Justice Room teacher. Elective classes are provided in the areas of Music; Project Lead The Way - Medical Detectives, Aviation, Computer Programming, Automation; AVID; Robotics. Design Art; Paxton- Patterson, Geometric Design, and Computer Game Design. Four of our teachers provide a well rounded physical education experience to all students.

Special Education services are provided by 3 Special Day Teachers, 4 Resource Specialists, a Speech Teacher, and a Psychologist. Instructional aides/ paraeducators are provided for each of the Special Education classes.

## 2023-24 School Description and Mission Statement

The office staff consists of a Principal, 2 Assistant Principals, Secretary, Media Technician, Attendance Clerk, Library Aide, LVN School Nurse, Parent Liaison, Administrative Clerk, Guidance Counselor.

Shadow Hills Magnet Academy received a six year WASC accreditation in 2021 and is clear until June of 2028.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	281
Grade 7	299
Grade 8	311
Total Enrollment	891

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2%
Male	54.8%
American Indian or Alaska Native	0.4%
Asian	0.6%
Black or African American	13.7%
Filipino	1.3%
Hispanic or Latino	80.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.2%
White	2.5%
English Learners	18.4%
Foster Youth	3.9%
Homeless	0.9%
Migrant	0.8%
Socioeconomically Disadvantaged	92.5%
Students with Disabilities	16%

## 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)	32.20	81.12	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	2.09	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	11.33	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	2.10	5.44	50.10	5.56	18854.30	6.86
Total Teaching Positions	39.70	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)	34.00	80.66	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	4.92	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.70	8.76	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	3.65	58.20	6.46	11953.10	4.28
Unknown	0.80	1.96	27.30	3.03	15831.90	5.67
Total Teaching Positions	42.20	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	2.00	0.00
Misassignments	2.50	3.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.50	3.70

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	0.80
Local Assignment Options	0.00	0.70
Total Out-of-Field Teachers	0.00	1.50

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)	5.7	7.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.1	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

Shadow Hills Intermediate School's facility consists of a main office building with 2 conference rooms, 35 classrooms, teacher lounge, 5 teacher workrooms, a media center, a music room, library, full sized gym with stage, track, field, cafeteria with an outdoor eating area, and a multipurpose room. 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 hallways 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.

#### 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			Gym, 1 HVAC unit out of commission and on order. Girls Locker Room ceiling repairs completed, Boys - IN PROGRESS
<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)	31	30	29	28	47	46
<b>Mathematics</b> (grades 3-8 and 11)	15	14	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>	878	868	98.86	1.14	29.84
<b>Female</b>	399	393	98.50	1.50	31.55
<b>Male</b>	479	475	99.16	0.84	28.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	117	116	99.15	0.85	15.52
<b>Filipino</b>	13	13	100.00	0.00	76.92
<b>Hispanic or Latino</b>	706	697	98.73	1.27	30.70
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	50.00
<b>White</b>	21	21	100.00	0.00	47.62
<b>English Learners</b>	151	147	97.35	2.65	8.16
<b>Foster Youth</b>	27	26	96.30	3.70	15.38
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	803	796	99.13	0.87	28.64
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	140	138	98.57	1.43	6.52

## 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	877	867	98.86	1.14	14.07
Female	399	394	98.75	1.25	9.90
Male	478	473	98.95	1.05	17.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	117	116	99.15	0.85	6.90
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	705	697	98.87	1.13	14.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	16.67
White	21	20	95.24	4.76	10.00
English Learners	151	149	98.68	1.32	2.01
Foster Youth	27	26	96.30	3.70	0.00
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	803	796	99.13	0.87	13.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	140	138	98.57	1.43	4.35

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.94	18.62	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	293	290	98.98	1.02	18.62
Female	133	131	98.50	1.50	13.74
Male	160	159	99.38	0.62	22.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	41	40	97.56	2.44	5.00
Filipino	--	--	--	--	--
Hispanic or Latino	240	238	99.17	0.83	20.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	42	42	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	268	265	98.88	1.12	18.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	37	100.00	0.00	10.81

## 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 7	76	82	81	72	59

## 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

Shadow Hills has various opportunities for parents to become involved. Shadow Hills maintains a School Site Council, Safety Team, English Language Advisory Committee, African American Parent Advisory Committee, Safe and Civil Schools team, and an AVID Leadership Team, all of which conduct monthly meetings. AVID Parent meetings are held each semester. Parents are encouraged to run for office and attend monthly meetings for these governing/advisory bodies. A Title 1 Meeting is held at the beginning of the year to inform parents about budget, school improvement and other pertinent information pertaining to Shadow Hills. The principal holds a monthly Coffee with the Principal meeting to keep parents informed of everything happening at Shadow Hills. Parents desiring to assist in the classroom or as chaperones for field trips will need to complete the volunteer application process through our District Office.

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	991	955	155	16.2
Female	445	431	82	19.0
Male	546	524	73	13.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	1	20.0
Asian	5	5	0	0.0
Black or African American	147	136	28	20.6
Filipino	14	14	0	0.0
Hispanic or Latino	779	758	119	15.7
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	13	13	2	15.4
White	26	24	5	20.8
English Learners	214	207	33	15.9
Foster Youth	47	44	9	20.5
Homeless	11	11	8	72.7
Socioeconomically Disadvantaged	910	879	145	16.5
Students Receiving Migrant Education Services	7	7	0	0.0
Students with Disabilities	168	161	34	21.1

## 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>	0.20	12.29	13.82	0.06	5.41	5.27	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.10	0.00	0.00	0.11	0.07	0.00	0.07	0.08

### 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	13.82	0
<b>Female</b>	12.58	0
<b>Male</b>	14.84	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>	26.53	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	11.3	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	15.38	0
<b>White</b>	26.92	0
<b>English Learners</b>	15.89	0
<b>Foster Youth</b>	23.4	0
<b>Homeless</b>	36.36	0
<b>Socioeconomically Disadvantaged</b>	14.51	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	19.05	0

## 2023-24 School Safety Plan

In compliance with Senate Bill 187 and Education Code 35294.6, Shadow Hills Magnet Academy has developed a comprehensive safety plan. This plan is updated yearly and was recently updated following the SIMS model and Incident Command System (ICS). The elements of this plan include disaster preparedness and procedures for events such as a fire, earthquake, flood, smog, school riot, bomb threat, chemical spills, severe weather, community riot, airplane disaster, nuclear explosion, and external violent threats. The Emergency Preparedness Plan includes an evacuation map. Both have been reviewed with staff and students and are posted strategically in every classroom and throughout the school. Shadow Hills conducts routine emergency preparedness drills to ensure the safety and well-being of students and staff in the event there is a need for such an evacuation. A Safety Committee meets monthly to review safety concerns on campus, plan drill exercises, and plan safety training for the staff. The staff also participates in the district on-line safety training.

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	13	2
Mathematics	23	12	14	3
Science	25	4	18	1
Social Science	25	5	15	3

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	21	16	1
Mathematics	19	24	9	3
Science	24	5	21	
Social Science	24	7	19	

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	20	1
Mathematics	22	15	16	1
Science	22	15	18	0
Social Science	25	5	16	3

## 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	891

## 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1.3
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	4.5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,035	\$966	\$10,039	\$91,379
District	N/A	N/A	\$4,552	\$97,605
Percent Difference - School Site and District	N/A	N/A	75.2	-6.6
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	27.6	2.0

## Fiscal Year 2022-23 Types of Services Funded

Title I supplementary services consist of: before and after school tutoring, additional instructional materials to supplement the core academic program, training the teachers in AVID strategies, student recognition and education related technology.

English Learners are clustered by ability level. All EL students are serviced with an English Language Development class, or special education class. All EL students are provided opportunities to advance from one ability level to the next with the final goal of being exited from the program entirely through the reclassification process. English Learner students have access to multilingual dictionaries in all of their classes. Students who are new to the country or who have a very limited English vocabulary have multilingual dictionaries assigned to them. The ELD program seeks to develop fluency in English, reinforce positive self-concepts, provide equal opportunity for academic achievement and promote cross-cultural understanding. Bilingual staff assist parents, students, and teachers with translation services.

Special Education Services are available to school-age children with identified disabilities. Eligibility for these services is determined by an Individualized Education Planning (IEP) team in compliance with existing state and federal laws. These services include supplementary instruction from a Resource Specialist, Speech Pathologist, and/or Adaptive Physical Education Certified Teacher. The Special Education Teachers work in collaboration with the General Education Teachers to ensure students are performing to the best of their ability in the form of co-teaching classes.

## 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 study, and department specific collaborative meeting times to plan and discuss what they are doing, and how to coordinate instruction. Interdisciplinary teams also meet during bank time. 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 State Standards, the California Standards for the Teaching Profession, and research-based BEST 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 also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities.

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.

New teachers are provided with two school days of PD through Capturing Kids' Hearts to support the concept of building student relationships.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	15