

SAGE Magnet Academy - Space Aeronautics Gateway to Exploration Academy

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

School Name	SAGE Magnet Academy - Space Aeronautics Gateway to Exploration Academy
Street	38060 20th St. East
City, State, Zip	Palmdale, CA 93550
Phone Number	661-537-6101
Principal	Dr. Timothy Howell
Email Address	tthowell@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4473
County-District-School (CDS) Code	19-64857-0135301

2023-24 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website	www.palmdalesd.org

2023-24 School Description and Mission Statement

Space and Aeronautics Gateway to Exploration, S.A.G.E., Magnet Academy Middle School is located in Palmdale, one of many cities that are members of the Antelope Valley's rich history in space and aeronautics. S.A.G.E. Magnet Academy opened its institutional doors on August 9, 2017 for 6th, 7th, and 8th grade students with a focus on Science, Technology, Engineering, Art, and Math or STEAM Magnet Academy. An additional educational benefit that S.A.G.E. students share is the Planetarium that is located on the campus. We are a federally recognized magnet school and received our Magnet school certification 8/25/2022-8/31/2026 from Magnet Schools of America. Our goal is to prepare students for success in high school and beyond by ensuring they are taught by highly qualified teachers and have access to the latest technology and curriculum. Research-based instruction will include hands-on activities, student collaboration, and project-based learning. To ensure our students have a well-rounded middle school experience, students will also have courses in the Arts such as music and art classes along with thematic units. SAGE Magnet Academy is also involved in the Palmdale Promise Sports League in both girls and boys sports such as; Volleyball, Basketball, Soccer, Cross Country and Track & Field.

The mission of S.A.G.E. Magnet Academy Middle School is to utilize our local aerospace industry and professionals, planetarium, flight lab, AVID and other aerospace resources to implement rigorous learning opportunities founded in the practice of Project Based Learning in order to achieve our vision. We see students as what they can become. We empower students to contemplate aeronautics and space as possible future career choices. We prepare students to practice resilience, grit, and develop critical thinking skills through creativity and hands-on, real-life projects. Finally, we teach students to take ownership of their learning process and become life long learners.

Our vision at Space and Aeronautics Gateway to Exploration, S.A.G.E., Magnet Academy Middle School is to promote a growth mindset in all of our students, staff, and parents as we encourage academic achievement, global citizenship, and real world knowledge in space and aeronautics. We strive to provide authentic aviation and space themed instruction to develop critical thinkers prepared for high school, college, and careers.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	260
Grade 7	258
Grade 8	284
Total Enrollment	802

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	45.9%
Male	54.1%
American Indian or Alaska Native	0.4%
Asian	0.2%
Black or African American	19.3%
Filipino	0.4%
Hispanic or Latino	76.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.9%
White	2.2%
English Learners	23.2%
Foster Youth	1.5%
Homeless	0.6%
Migrant	0.7%
Socioeconomically Disadvantaged	95.6%
Students with Disabilities	16.6%

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)	34.30	76.78	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	4.52	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.28	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	11.18	73.80	8.18	12115.80	4.41
Unknown	2.30	5.21	50.10	5.56	18854.30	6.86
Total Teaching Positions	44.70	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)	32.30	81.05	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.10	0.40	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.50	13.85	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.13	58.20	6.46	11953.10	4.28
Unknown	1.00	2.51	27.30	3.03	15831.90	5.67
Total Teaching Positions	39.80	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	1.00

Misassignments	1.00	4.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	5.50

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.

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	5.00	0.80
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	5.00	0.80

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)	2.8	13
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.1	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
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	Yes	0

	K-5 ELD: Benchmark Advance/2017 6-8 ELD: English3D/ 2017		
Mathematics	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
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0

School Facility Conditions and Planned Improvements				
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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
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
English Language Arts/Literacy (grades 3-8 and 11)	21	18	29	28	47	46
Mathematics (grades 3-8 and 11)	6	6	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
All Students	813	790	97.17	2.83	17.62
Female	374	363	97.06	2.94	20.94
Male	439	427	97.27	2.73	14.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	158	151	95.57	4.43	11.33
Filipino	--	--	--	--	--
Hispanic or Latino	615	604	98.21	1.79	18.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	9	75.00	25.00	--
White	19	19	100.00	0.00	15.79
English Learners	187	179	95.72	4.28	0.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	771	756	98.05	1.95	16.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	130	126	96.92	3.08	3.97

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	813	795	97.79	2.21	6.42
Female	374	365	97.59	2.41	6.85
Male	439	430	97.95	2.05	6.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	158	153	96.84	3.16	1.31
Filipino	--	--	--	--	--
Hispanic or Latino	615	605	98.37	1.63	7.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	9	75.00	25.00	--
White	19	19	100.00	0.00	10.53
English Learners	187	185	98.93	1.07	1.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	771	757	98.18	1.82	5.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	130	125	96.15	3.85	1.60

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)	10.77	9.16	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	282	273	96.81	3.19	9.16
Female	129	125	96.90	3.10	8.80
Male	153	148	96.73	3.27	9.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	53	50	94.34	5.66	4.00
Filipino	--	--	--	--	--
Hispanic or Latino	216	212	98.15	1.85	9.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	67	65	97.01	2.99	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	269	262	97.40	2.60	8.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	40	93.02	6.98	0.00

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	96	86	85	85	67

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

S.A.G.E. Magnet Academy Middle School's Parents have many opportunities to become involved with their children's education through school activities. S.A.G.E. has a Parent Community Liaison that assists parents with upcoming events, opportunities to participate in advisory councils/committees (ELAC, AAPAC, GATE, SSC); parent workshops with an emphasis on content standards knowledge, AVID Strategies, and ELD; monthly parent trainings taught by S.A.G.E. staff; AVID Parent/Family Nights; Parent Education Nights (Open House, Back-to-School Night, Parent Conferences, Coffee with the Principal); and all student family engagement activities. Our school counselor also provides parent/family workshops on Social Emotional student well-being.

We at S.A.G.E. Magnet Academy Middle School invite our parents to join us to many parent workshops and committees by inviting them in person, sending out messages through Parent Square, Remind, using the remind app, posting it on the schools Marquee, posting flyers in the glass cases outside of the administration building and, at times, posting on the office TV.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	959	901	209	23.2
Female	453	422	118	28.0
Male	506	479	91	19.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	2	2	0	0.0
Black or African American	204	188	61	32.4
Filipino	3	3	1	33.3
Hispanic or Latino	709	674	140	20.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	11	3	27.3
White	23	19	2	10.5
English Learners	247	241	41	17.0
Foster Youth	25	21	8	38.1
Homeless	7	7	3	42.9
Socioeconomically Disadvantaged	914	864	207	24.0
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	156	149	36	24.2

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
Suspensions	0.10	18.36	18.56	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.70	0.21	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
All Students	18.56	0.21
Female	21.63	0
Male	15.81	0.4
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	35.29	0.49
Filipino	0	0
Hispanic or Latino	13.54	0.14
Native Hawaiian or Pacific Islander	0	0
Two or More Races	28.57	0
White	21.74	0
English Learners	13.36	0
Foster Youth	44	0
Homeless	0	0
Socioeconomically Disadvantaged	19.15	0.22
Students Receiving Migrant Education Services	0	0
Students with Disabilities	23.72	0

2023-24 School Safety Plan

School Safety Plan was updated November, 2023. ALICE (active shooter) training is conducted annually along with employee mandated Target Solutions. The Safety Committee met and updated the Safety Plan on 10/16/2023, 11/17/2023 and 12/12/2023. In January 2024 the Safety Committee will review and discuss the Safety Plan with the S.A.G.E. staff. Staff training with CrisisGo was conducted in October 2023, and will be conducted again in January 2024.

All students are expected to conduct themselves in a manner that promotes safety and order. Students are encouraged to bring problems to the principal, assistant principals, counselor, social emotional learning specialist, school psychologists, campus security, teachers, Penny Lane Therapists, or other staff members that provide support to students. The goal is for the staff to be proactive rather than reactive in all situations of concern. The activities and strategies to achieve our goal is to increase staff's readiness to handle emergency situations by providing training in life saving trauma care in the event of a major disaster or catastrophic event via Swift tactical. Staff will be trained or re-certified in CPR. Other key elements include the maintenance of facilities (grounds are clean of trash, debris, and graffiti) and the creation of a safe and orderly traffic flow in the pick-up and drop-off parking lot.

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	21	23	15	3
Mathematics	20	14	20	
Science	24	10	16	
Social Science	24	12	14	

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	19	23	15	1
Mathematics	21	11	16	
Science	25	4	17	1
Social Science	25	4	17	1

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	17	18	1
Mathematics	21	10	16	0
Science	23	12	14	2
Social Science	26	4	17	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	802

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	1.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

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	\$12,255	\$1,332	\$10,923	\$86,889
District	N/A	N/A	\$4,552	\$97,605
Percent Difference - School Site and District	N/A	N/A	82.3	-11.6
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	35.8	-3.0

Fiscal Year 2022-23 Types of Services Funded

S.A.G.E. has various programs such as: Aviation, Civil Air Patrol, PTLW, Music, READ 180, Math 180, and Math Support courses. Title I funds pay for After School Tutoring in Math, English Language Arts, Social Studies, and Science. SAGE supports a GATE program, AVID Classes, AVID Tutors, and teachers attend the AVID Summer Institute. The LCAP fund pays for Intramural Sports, Lunch Activities, and after school clubs, including Art, dance/cheer, volleyball, cross country, soccer, basketball, and robotics.

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 are supported in professional development in the following areas: Study Sync (ELA adoption), Capturing Kids Hearts, Safe and Civil Schools, Chromebook Academy, AVID, PBL, PLTW, Read 180, NGSS, and Math 180. Instructional Rounds, collaborative planning, and student engagement strategies are primary areas of focus for staff development based on teacher needs and student data: CAASP, LPM, STAR 360 data. The professional development is offered through PD Express and consultants. Our professional development centers around math and science to support our Aeronautics pathway. Math content PD will be provided during the 2023-2024 school year. Teachers are provided with substitutes to attend the professional developments. Some professional development is offered during staff meetings, PLCs, conferences, and Saturdays. The follow-up professional development is through in-class coaching, staff PD training/meetings, and PLC meetings.

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	7	10	10