

# Cactus Medical, Health and Technology Magnet Academy

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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/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).

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Cactus Medical, Health and Technology Magnet Academy
<b>Street</b>	3243 East Avenue R-8
<b>City, State, Zip</b>	Palmdale, CA 93550-5690
<b>Phone Number</b>	(661) 273-0847
<b>Principal</b>	Michelle White
<b>Email Address</b>	mmwhite@palmdalesd.org
<b>School Website</b>	<a href="https://www.palmdalesd.org/Page/4454">https://www.palmdalesd.org/Page/4454</a>
<b>County-District-School (CDS) Code</b>	19648576105613

## 2022-23 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 Address</b>	<a href="http://www.palmdalesd.org">www.palmdalesd.org</a>

## 2022-23 School Overview

Cactus Magnet Academy provides an educational environment rich in literacy and problem solving to ensure that all students are prepared for the rigor of high school and the challenges of the future. Cactus students will achieve the Common Core State Standards through a sequential, balanced, and rigorous curriculum which includes the strategies of the 4 C's - communication, collaboration, creativity, and critical thinking. The partnership of community, parents, and staff will provide continuing support to ensure that all students become proactive citizens.

Cactus Magnet Academy is located in Palmdale, California, in the High Desert area north of Los Angeles. The school is one of 28 in the Palmdale School District, and one of five middle schools in the district. The school consists of 43 regular classrooms, a library, computer lab, science lab, teacher lounge, media center/teacher workroom, cafeteria, with a stage, gym, and office area.

Cactus Magnet Academy supports the Palmdale School District Vision and Mission.

### Core Values:

1. **EXCELLENCE:** We will only accept excellence in our pursuit of student achievement.
2. **ACCOUNTABILITY:** We are responsible for unleashing the unlimited potential for each student, recognizing that we each play a critical role in his or her success and we are obligated to aspire to be our best as we pursue excellence in student achievement.
3. **DIVERSITY:** We embrace and celebrate the diversity in our community, valuing our cultural richness, multiple perspectives, and the varied contributions we all make to advance student achievement.
4. **INTEGRITY:** We treat each member of our whole community with dignity and respect, valuing relationships based on

## 2022-23 School Overview

honesty and compassion, as we work collectively to advance student achievement.

5. COMMUNITY: We will be productive, honorable members of our community, advancing the interest of student achievement, civic pride and active participation in our democratic process.

6. TRANSPARENCY: We are dedicated to open and honest communication as we make all decisions impacting student achievement. We value input from our community as it relates to our pursuit of educational excellence.

### Guidelines For Student Success:

1. Friendly: Be nice, outgoing, positive, and helpful. Say "hello." Care for and respect others. Earn their trust.

2. Inclusive: Everyone is a part of our school. Accept others. Participate. Get involved.

3. Engaged: Always be focused on learning something new. Be committed and get involved in activities. Be here and be a part of school. Willing to learn

4. Responsible / Respectful: Follow the Golden Rule. Be accountable, reliable, and take care of each other. Be organized and bring the things you need for school. Be prepared

5. Creative: Use your imagination and think outside the box. Be original. Figure it out and be a problem solver.

6. Educated / Excel: Learn, listen, practice, grow. Advance in anything you set your mind to and be exceptional. Learn and study to be the best. Never give up and reach your goals.

### CACTUS AREAS OF FOCUS

1) Enhancing literacy, writing and number sense campus wide so that students are prepared to be successful in high school and in life.

2) Identifying behavior expectations campus wide and incentives that promote positive scholarly conduct.

In addition to a Principal and two Assistant Principals, Cactus has a teaching staff of 43 teachers. Thirty-Five of our teachers hold single subject credentials, two have multiple subject credentials, and six have specialist credentials in Special Education. All are CLAD certified or SDAI trained.

The staff at Cactus plans to continue to refine the work we have done in Professional Learning Communities. Teachers collaborate, plan, analyze data, and create Common Formative Assessments for intervention or enrichment. Cactus staff will continue to work with the Palmdale School District to provide professional development on the Common Core State Standards.

Student data, such as CFAs, ELPAC scores, PSD Local Progress Monitoring assessments and prior year grades, are used to place students in programs best suited to their academic needs. District and state approved curriculum, extended time on task, and intervention help support students' academic achievement.

All students are administered regular assessments to monitor progress. Students' change of placement is based on academic performance on benchmark assessments and teacher recommendation.

Enrollment for the 2022-2023 school year is 832. The student population includes 3.0% Caucasian, 83% Hispanic, 12% African American, and 2% other. In addition, Students with Disabilities is 14%, 21% are English Language Learners, and 2% are GATE.

91% of the students qualified for free and/or reduced meals. This means approximately 757 students qualify for free and/or reduced meals.

Cactus Magnet Academy has highly trained and dedicated staff offer rigorous curriculum that is research-based and proven to be highly effective. Teaching strategies capitalize on varied learning styles of students to develop the academic, social, emotional and physical dimensions of every child. School leadership, teachers, students, and parents form a community of learners working together to achieve world-class standards.

Expected Schoolwide Learning Results (ESLRs) have been created and written by teachers, parents, and students. Students will acquire the cognitive skills that will enable them to participate successfully in the educational mainstream through extensive emphasis on language development, literacy and critical thinking skills. Students will develop interpersonal skills that will enable them to interact productively with children and adults of varied economic and/or cultural backgrounds through instructional programs that promote multicultural appreciation and cooperative learning. Students will also develop a high self-esteem and personal standards and be technologically literate for the 21st century.

Teaching and learning is supported by optimum conditions in school facilities, climate and safety. Facilities are modern and technology is advanced, incorporating equipment and other teaching tools that prepare students to enter higher education and /or the workplace with levels of competence for immediate success. The Cactus campus and classrooms are clean, attractive and well maintained to provide an environment where students can achieve at the highest levels, and staff can deliver services

## 2022-23 School Overview

at their maximum efficiency and effectiveness.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	318
Grade 7	273
Grade 8	284
Total Enrollment	875

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.9
Asian	0.2
Black or African American	13.5
Filipino	0.2
Hispanic or Latino	81.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.1
White	2.2
English Learners	21.3
Foster Youth	3.1
Homeless	0.3
Migrant	0.6
Socioeconomically Disadvantaged	95.0
Students with Disabilities	15.5

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.00	83.62	740.50	82.02	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.50	1.28	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	4.50	11.10	26.70	2.97	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.50	1.23	73.80	8.18	12115.80	4.41
<b>Unknown</b>	1.60	4.03	50.10	5.56	18854.30	6.86
<b>Total Teaching Positions</b>	40.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.80	88.92	738.10	81.83	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.48	16.90	1.88	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.40	3.64	61.30	6.80	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.00	4.96	58.20	6.46	11953.10	4.28
<b>Unknown</b>	0.00	0.00	27.30	3.03	15831.90	5.67
<b>Total Teaching Positions</b>	40.30	100.00	902.00	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	1.00	0.00
Misassignments	3.50	1.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>4.50</b>	<b>1.40</b>

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	0.50	2.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.50</b>	<b>2.00</b>

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.30	3.50
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.

<b>Year and month in which the data were collected</b>	November 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	K-5 ELA/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 6-8 ELD: English3D/ 2015	Yes	0
<b>Mathematics</b>	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
<b>Science</b>	K-8: Amplify Science 2020	Yes	0
<b>History-Social Science</b>	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
<b>Foreign Language</b>	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

## School Facility Conditions and Planned Improvements

A priority of Cactus Middle School is to provide a safe, secure, comfortable, and clean environment for learning. All entrances to the school, with the exception of the front office, remain locked during school hours. Supervisory staff is clearly identified and all visitors must check in with the office. The custodial staff performs basic cleaning operations in each classroom and other school facilities every day. Teachers and staff make every effort to keep students safe on school grounds before, during, and after the school day. We take pride in keeping our school grounds and buildings clean on a regular basis. It is our goal to maintain our classrooms and restrooms in a clean and orderly manner. Our staff monitors the hallways and restrooms on a regular basis.

The district's goal 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 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	29	N/A	29	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	7	N/A	14	N/A	33

## 2021-22 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>	899	882	98.11	1.89	29.37
<b>Female</b>	443	430	97.07	2.93	33.26
<b>Male</b>	456	452	99.12	0.88	25.66
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	116	115	99.14	0.86	20.87
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	736	721	97.96	2.04	30.93
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	10	90.91	9.09	--
<b>White</b>	21	21	100.00	0.00	23.81
<b>English Learners</b>	193	187	96.89	3.11	10.70
<b>Foster Youth</b>	15	15	100.00	0.00	26.67
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	828	813	98.19	1.81	29.27
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	134	126	94.03	5.97	1.59

## 2021-22 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
<b>All Students</b>	898	880	98.00	2.00	7.39
<b>Female</b>	443	430	97.07	2.93	5.35
<b>Male</b>	455	450	98.90	1.10	9.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	116	114	98.28	1.72	1.75
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	736	721	97.96	2.04	8.32
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	14.29
<b>English Learners</b>	193	188	97.41	2.59	0.53
<b>Foster Youth</b>	15	15	100.00	0.00	6.67
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	827	811	98.07	1.93	7.03
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	134	126	94.03	5.97	0.79

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	9.38	NT	13.34	28.5	29.47

## 2021-22 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
<b>All Students</b>	289	288	99.65	0.35	9.38
<b>Female</b>	139	138	99.28	0.72	7.97
<b>Male</b>	150	150	100	0	10.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	43	43	100	0	2.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	236	235	99.58	0.42	10.21
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	48	48	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	268	267	99.63	0.37	9.36
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	46	46	100	0	2.17

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	97.47	97.83	81.23	96.75	95.67

## 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.

#### 2022-23 Opportunities for Parental Involvement

Family and community involvement are an integral part of the learning process. Cactus has made every effort to involve parents, families, and the community in our students' education. Workshops and resources have been developed and are available for use by parents and the community to enhance each child's educational pursuit. Bilingual office personnel allows all of our families the opportunity to speak with school staff regarding their child(ren).

Cactus has implemented a variety of parent academies, meetings, and special night programs that involve parents and the community in the student learning process, including School Site Council, English Learner Advisory Council, Parent Academy, Positive Parenting Workshops, Parent Institute for Quality Education (PIQE), our annual Cactus College Night, Gate Parent Meetings, Coffee with the Principal, Music and Art Showcases, Athletics, and Title I Meetings. We also keep parents informed through Parent Square phone calls, school website and newsletters home. All of our home-school communication is in both English and Spanish. In addition, upon a recommendation from our ELAC, Cactus purchased translating headsets to be used at all of our family functions.

We actively make the best use of parents who offer to participate and/or volunteer at the school. The Cactus School Site Council (SSC) is composed of the principal, representatives of teachers selected by teachers at the school, other school personnel selected by peers at the school, parents of pupils attending the school selected by parents, and students selected by students. The SSC develops the Single Plan for Student Achievement which addresses how categorical funds will be used to improve academic performance. The SSC meets monthly to also discuss and revise the SPSA as needed.

The Cactus English Learners Advisory Council (ELAC) meets monthly and is composed of parents and legal guardians of English Learner students. The ELAC is responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA). In addition, the ELAC assists the school in the development of the needs assessment, the annual language census, and ways to make parents aware of the importance of regular school attendance.

Cactus teachers communicate often with parents regarding student academic progress and achievement through parent-teacher conferences and email. We have an online grade book through Infinite Campus that allows parents to use the "Parent

## 2022-23 Opportunities for Parental Involvement

Portal” to view students’ assignments and grades. Teachers contact parents when necessary regarding students’ progress to keep an open door policy. Also, progress reports are sent home every six weeks and report cards are sent home each semester.

Our school welcomes community support for our students to excite them about options available to them outside of school. We have speakers, sports teams, assemblies, and presenters visiting to discuss options for our students after junior high and high school.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1019	965	223	23.1
Female	501	473	109	23.0
Male	518	492	114	23.2
American Indian or Alaska Native	9	9	1	11.1
Asian	5	4	1	25.0
Black or African American	141	126	29	23.0
Filipino	2	1	0	0.0
Hispanic or Latino	820	785	185	23.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	14	3	21.4
White	24	22	3	13.6
English Learners	220	210	50	23.8
Foster Youth	48	38	10	26.3
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	961	913	215	23.5
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	168	158	47	29.7

## 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	13.37	4.30	2.45
<b>Expulsions</b>	0.41	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	109	0.06	5.41	0.20	3.17
<b>Expulsions</b>	0.00	0	0.00	0.11	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	11.87	0.69
<b>Female</b>	8.98	0.80
<b>Male</b>	14.67	0.58
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	26.95	1.42
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	9.51	0.61
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	16.67	0.00
<b>English Learners</b>	11.82	0.45
<b>Foster Youth</b>	22.92	2.08
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	11.86	0.73
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	16.67	1.19

## 2022-23 School Safety Plan

Cactus Magnet Academy is a safe learning environment for students.

Cactus Magnet Academy updates its disaster plan annually to accommodate for personnel and/or facility changes.

Monthly Safety Committee meetings are held at Cactus. The chairperson of the Cactus Safety Committee also represents our school at the monthly district Safety Committee meetings. In addition, staff members are encouraged to report safety hazards and/or concerns to our Safety Suggestion Box as needed.

Disaster supplies are checked annually to ensure proper quantities of supplies are available. Our designated disaster shed holds our well-stocked inventory that may be necessary in the event of an emergency. Staff members and students participate in monthly practice drills for fires, earthquakes, and lockdowns, as well as the annual Southern California Great Shake Out disaster drill.

A priority of Cactus Magnet Academy is to provide a safe, secure, comfortable, and clean environment for learning. All entrances to the school, with the exception of the front office, remain locked during school hours. Supervisory staff is clearly identified and all visitors must check in with the office. The custodial staff performs basic cleaning operations in each classroom and other school facilities every day. Teachers and staff make every effort to keep students safe on school grounds before, during, and after the school day. We take pride in keeping our school grounds and buildings clean on a regular basis. It is our goal to maintain our classrooms and restrooms in a clean and orderly manner. Our staff monitors the hallways and restrooms on a regular basis.

The district's goal 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.

Cactus Magnet Academy houses 43 classrooms, a computer lab, library, multipurpose room, gymnasium, and two locker rooms for PE classes. Each class is equipped with desks, chairs, and whiteboards. All classrooms have Promethean Boards.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	13	5
Mathematics	20	17	13	
Science	25	7	16	2
Social Science	27	3	14	4

## 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	22	13	3
Mathematics	22	13	14	2
Science	26	5	17	3
Social Science	27	3	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	21	16	14	4
Mathematics	23	6	18	
Science	26	8	21	1
Social Science	26	2	18	1

## 2021-22 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	875

## 2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	0.6
Other	6.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,095	\$933	\$9,162	\$79,467
District	N/A	N/A	\$3,294	\$83,539
Percent Difference - School Site and District	N/A	N/A	94.2	-5.0
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	32.6	-9.4

## 2021-22 Types of Services Funded

Grade levels and departments meet weekly in Professional Learning Communities to discuss district benchmark assessments, as well as common formative assessments created by teachers. The teachers use this information to guide the instruction in their classrooms as well as targeted intervention.

Students receive support in their core ELA and Math classes through support classes, co-taught classes, and tutors.

Approximately 21% (175) of the students at Cactus are English Language Learners (ELLs). In place of an elective, ELL students take an English Language Development course. ELL students take the ELPAC test in the spring of each school year. Reclassification is considered in August and January of each school year and is based on three criteria: 1) Student must score Overall Level 4 on the ELPAC 2) Student must score 'Standard Met' on the most recent ELA LPM and ELA LPM Performance Task 3) Student must score a "C" or better in Language Arts on their report card. Reclassified students are monitored for two years. In addition, ELL students scoring in the Intermediate range for three or more years are put on "Catch Up Plans." Catch Up Plans are given to teachers to monitor students' progress on benchmark assessments and report cards throughout the year, as well as document interventions.

Cactus has three SDC classrooms and three RSP Strategies for Success classes. Our RSP teachers also co-teach in 12 ELA and Math classes. Special Education students are provided remedial services as dictated by their Individualized Education Plan (IEP). RSP teachers carry a maximum caseload of 28 students.

Students with speech and language impairments also receive designated instruction and services in language, speech, and hearing. Adaptive physical education is provided for those students with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program or in a specially designed physical education program in a special class.

Cactus currently has three AVID classes – one sixth grade, one seventh grade, and one eighth grade. The primary purpose of the Advancement Via Individual Determination (AVID) program is to provide a college preparatory program for students in the middle, who are often economically disadvantaged and underachieving. The program enables disadvantaged secondary students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

AVID research shows that students in the middle schools who take AVID have a better chance of succeeding in high school and pursuing a higher education. Current data shows that AVID students are more likely to: 1) Complete the A-G curriculum; 2) Pass the California High School Exit Exam (CAHSEE) and graduate from high school; 3) Enroll in a four-year college or university; and 4) Take Algebra I in 8th grade.

GATE students make up approximately 2% of our student population. GATE students are clustered in Honors classes in each of the core subject areas. Teachers of GATE students meet with parents to complete Individualized GATE Plans (IGPs) during the school year.

A high level of student participation exists at Cactus. Students are involved in community service, leadership, clubs, intramural sports, after school tutoring, and other school activities. These activities are before, during, and after school to allow students the experience of co-curricular and extra-curricular activities.

The Associated Student Body (ASB) is the student government and leadership class at Cactus Magnet Academy. The ASB Class is a year-long elective that is open to students who are highly motivated to improve their leadership skills by their involvement in classroom activities, student government, student & staff recognition programs, student activities, and school/community service. The ASB is a student-led organization, headed by a student body President and governed by parliamentary procedures. The ASB plans school events, approves the expenditure of ASB finances, and is responsible for representing the student voice throughout the school. The ASB has formed a strong partnership with teachers and administration to make the student body's experience at school enjoyable.

Numerous students within the school have also participated in academic competitions, such as Mathletes, Cyberquest, Robotics, and service learning through CERT.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,652	\$52,641
<b>Mid-Range Teacher Salary</b>	\$80,869	\$83,981
<b>Highest Teacher Salary</b>	\$113,227	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$126,034	\$136,247
<b>Average Principal Salary (Middle)</b>	\$130,843	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$251,125	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	28%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Teachers meet frequently within and across grade levels in professional learning communities to plan and discuss what they are doing and how to coordinate instruction. Professional Development is based on District initiatives such as the Palmdale Promise, AVID, Capturing Kids' Hearts, Social Emotional Learning (SEL), and book studies that address the needs of our at-risk students.

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 after school and Saturdays. Webinars during the school day have been offered as well.

Training is also offered during the summer months on content-specific and professional areas such as English Language Development, Teacher Leaders, English Language Arts, mathematics workshops, and intervention programs. Administration training focuses on addressing the needs of at-risk students and implementation of the Common Core.

Conference and convention attendance, in-service meetings, and staff collaboration offer additional opportunities for professional growth. Teachers observe other professionals and work with mentors and grade level or departmental colleagues.

For the 22-23 school year, teachers participated in 3 days of professional development prior to the start of the school year, and will have approximately 4 hours of professional development per month during work hours. This equates to approximately 9 days minimum for all teachers. New teachers, Special Education Teachers, and selected elective teachers will have additional PD days during the school year (approx. 20) for conferences and training.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	36	22	29