

SAGE Magnet Academy - Space Aeronautics Gateway to Exploration 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

| | |
|--|---|
| 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 | Larry Lueck |
| Email Address | llueck@palmdalesd.org |
| School Website | https://www.palmdalesd.org/Page/4473 |
| County-District-School (CDS) Code | 19-64857-0135301 |

2022-23 District Contact Information

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

2022-23 School Overview

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

| 2021-22 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 6 | 260 |
| Grade 7 | 288 |
| Grade 8 | 270 |
| Total Enrollment | 818 |

| 2021-22 Student Enrollment by Student Group | |
|---|-----------------------------|
| Student Group | Percent of Total Enrollment |
| Female | 44.4 |
| Male | 55.6 |
| American Indian or Alaska Native | 0.5 |
| Asian | 0.2 |
| Black or African American | 18.5 |
| Filipino | 0.9 |
| Hispanic or Latino | 74.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 1.7 |
| White | 3.5 |
| English Learners | 23.0 |
| Foster Youth | 2.1 |
| Homeless | 0.0 |
| Migrant | 0.7 |
| Socioeconomically Disadvantaged | 97.1 |
| Students with Disabilities | 17.4 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 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 |

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 | 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 |

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

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 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.80 | 13.00 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 9.10 | 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.

| | |
|--|---------------|
| Year and month in which the data were collected | November 2022 |
|--|---------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most | Percent Students |
|---------|--|-----------|------------------|
|---------|--|-----------|------------------|

| | | Recent Adoption ? | Lacking Own Assigned Copy |
|-------------------------------|--|-------------------|---------------------------|
| Reading/Language Arts | 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 |
| Mathematics | Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 | Yes | 0 |
| Science | K-8: Amplify Science 2020 | Yes | 0 |
| History-Social Science | TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive! | Yes | 0 |
| Foreign Language | 6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017 | Yes | 0 |

| School Facility Conditions and Planned Improvements | | | | |
|--|-----------|-----------|-----------|---|
| 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 |
| 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 | | | fire alarm panel upgrade in progress |
| 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).
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 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 21 | N/A | 29 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 6 | 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 804 | 790 | 98.26 | 1.74 | 20.63 |
| Female | 364 | 356 | 97.80 | 2.20 | 23.60 |
| Male | 440 | 434 | 98.64 | 1.36 | 18.20 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 148 | 147 | 99.32 | 0.68 | 10.88 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 605 | 594 | 98.18 | 1.82 | 21.04 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 12 | 11 | 91.67 | 8.33 | 27.27 |
| White | 26 | 25 | 96.15 | 3.85 | 40.00 |
| English Learners | 185 | 182 | 98.38 | 1.62 | 3.30 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 764 | 751 | 98.30 | 1.70 | 19.57 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 140 | 136 | 97.14 | 2.86 | 2.94 |

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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 806 | 792 | 98.26 | 1.74 | 6.44 |
| Female | 366 | 357 | 97.54 | 2.46 | 5.60 |
| Male | 440 | 435 | 98.86 | 1.14 | 7.13 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 149 | 147 | 98.66 | 1.34 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 606 | 596 | 98.35 | 1.65 | 6.54 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 12 | 11 | 91.67 | 8.33 | 0.00 |
| White | 26 | 25 | 96.15 | 3.85 | 24.00 |
| English Learners | 185 | 182 | 98.38 | 1.62 | 2.75 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 766 | 753 | 98.30 | 1.70 | 5.98 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 140 | 136 | 97.14 | 2.86 | 1.47 |

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 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | NT | 10.77 | 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 |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 264 | 261 | 98.86 | 1.14 | 10.77 |
| Female | 120 | 119 | 99.17 | 0.83 | 9.24 |
| Male | 144 | 142 | 98.61 | 1.39 | 12.06 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 41 | 40 | 97.56 | 2.44 | 2.5 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 201 | 199 | 99 | 1 | 11.11 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 47 | 47 | 100 | 0 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 252 | 249 | 98.81 | 1.19 | 10.48 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 52 | 50 | 96.15 | 3.85 | 2 |

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 | 92.47 | 91.78 | 84.59 | 91.44 | 93.15 |

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

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, Peachjar, 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.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1002 | 920 | 216 | 23.5 |
| Female | 450 | 408 | 86 | 21.1 |
| Male | 552 | 512 | 130 | 25.4 |
| American Indian or Alaska Native | 5 | 4 | 0 | 0.0 |
| Asian | 3 | 3 | 0 | 0.0 |
| Black or African American | 204 | 182 | 58 | 31.9 |
| Filipino | 7 | 7 | 0 | 0.0 |
| Hispanic or Latino | 736 | 677 | 146 | 21.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 14 | 14 | 4 | 28.6 |
| White | 33 | 33 | 8 | 24.2 |
| English Learners | 222 | 207 | 45 | 21.7 |
| Foster Youth | 29 | 27 | 11 | 40.7 |
| Homeless | 8 | 7 | 6 | 85.7 |
| Socioeconomically Disadvantaged | 950 | 884 | 208 | 23.5 |
| Students Receiving Migrant Education Services | 5 | 5 | 1 | 20.0 |
| Students with Disabilities | 176 | 164 | 47 | 28.7 |

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 |
|--------------------|-------------------|---------------------|------------------|
| Suspensions | 13.24 | 4.30 | 2.45 |
| Expulsions | 0.36 | 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 |
|--------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.10 | 18.36 | 0.06 | 5.41 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.70 | 0.00 | 0.11 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 18.36 | 0.70 |
| Female | 16.89 | 0.67 |
| Male | 19.57 | 0.72 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 33.33 | 1.47 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 14.13 | 0.41 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 35.71 | 7.14 |
| White | 18.18 | 0.00 |
| English Learners | 15.77 | 0.00 |
| Foster Youth | 27.59 | 3.45 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 18.84 | 0.74 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 20.45 | 1.14 |

2022-23 School Safety Plan

School Safety Plan was updated September 9, 2022. ALICE (active shooter) training is conducted annually along with employee mandated Target Solutions. The Safety Committee met and updated the Safety Plan on 12/5/2021, 1/12/2022 and 2/2/2022. In January 2023 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 2022, and will be conducted again in January 2023.

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.

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 | 22 | 21 | 3 |
| Mathematics | 21 | 13 | 24 | |
| Science | 27 | 3 | 18 | 4 |
| Social Science | 26 | 2 | 24 | |

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 |

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 | 818 |

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 | 1.5 |
| Social Worker | |
| Nurse | 0.5 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | 3.0 |

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 | \$10,368 | \$997 | \$9,371 | \$77,792 |
| District | N/A | N/A | \$3,294 | \$83,539 |
| Percent Difference - School Site and District | N/A | N/A | 96.0 | -7.1 |
| State | N/A | N/A | \$6,594 | \$87,271 |
| Percent Difference - School Site and State | N/A | N/A | 34.8 | -11.5 |

2021-22 Types of Services Funded

S.A.G.E. has various services that are funded by the Magnet Schools Assistance Program Grant (MSAP grant), Title I, and LCAP. The MSAP grant funds 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. GATE, AVID Classes, AVID Tutors, and AVID Summer Institute. The LCAP fund pays for Intramural Sports, Lunch Activities, and after school clubs, including; Keyboarding, Club Elevate/Builder's Club, Black Student Union, board games, Art, dance/cheer, volleyball, cross country, soccer, basketball, rockets, astronomy. G.E.M.S., and WEB.

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/cs/>.

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

Professional Development

Study Sync (new ELA adoption), Capturing Kids Hearts, Safe and Civil Schools, Unconscious Bias, STOIC, Chromebook Academy, AVID, PBL, PLTW, Read 180, NGSS, Fast Forward, Instructional Rounds, Mini Classes and DOK 1-4 are the 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. Our professional development has been built around our school wide focus in writing. We have had PD with Step Up to Writing, new teacher workshops, Teacher 2 Teacher trainings/workshops, Motivating/Engaging Lessons, Teacher Clarity, and AVID writing strategies during the 2022/23 school year. More reading/writing workshops/PDs and new teacher workshops will be held during the 2020/2021 and 2021/2022 school year. Math content PD will be provided during the 2020/2021, 2021/2022 and 2022/2023 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 | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 7 | 10 |