



Magee Academy of Arts and Sciences

8200 Serapis Avenue • Pico Rivera, CA 90660 • (562) 801-7620 • Grades K-5

Ana Melgar-Quinteros, Principal

amelgar@erusd.org

me.erusd.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



El Rancho Unified School District

9333 Loch Lomond Dr.
Pico Rivera, CA 90660
(562) 801-7310
www.erusd.org

District Governing Board

Carolyn Castillo

Leanne M. Ibarra

Jose Lara

Teresa L. Merino, Ph.D.

Gabriel A. Orosco

District Administration

Dr. Frances Esparza
Superintendent

Reynaldo Reyes
Assistant Superintendent, Human Resources

Jacqueline A. Cardenas, Ed.D.
Assistant Superintendent, Educational Services

Alejandro Rojas, Ed.D.
Assistant Superintendent, Business Services

Dora Soto-Delgado
Director, Student Services

Dean Cochran
Director, Special Education

Roberta Gonzalez
Director, Early Learning Program

School Description

"Magee Brings Out the Best in Me!"

Mission Statement:

Magee Academy of Arts and Sciences is preparing all of our students for their future to be productive members of our society by developing every individual's desire to learn and achieve.

Vision Statement:

Magee Academy of Arts and Sciences is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. We set high expectations for all students and our entire school community shares the belief that all children can and will learn. Magee provides students opportunities for enrichment, intervention, and remediation as necessary.

Magee Academy of Arts and Sciences utilizes research-based teaching and learning practices in reading, mathematics, science, technology and the arts. Students make interdisciplinary connections and work collaboratively as they develop and refine new skills. Instruction in core academic areas, as well as enriching learning opportunities in the arts and science, allow for extended learning and participation in live performances, with public showcases of student work. Magee provides students with challenging learning activities that develop their ability to demonstrate creativity, communicate effectively, collaborate with others, engage in critical thinking and assume leadership roles. Social justice and community development are integral themes throughout the grade levels, as we nurture and guide our students to be thoughtful and caring citizens.

We are committed to the following goals:

- * To teach all students not only how to read, but also to enjoy reading.
- * To make sure that all students gain an understanding of mathematical concepts and the role that math plays in all areas of life.
- * To appreciate history and the unique role it plays in informing today's decisions.
- * To develop an interest in and an understanding of science.
- * To write fluently for a variety of purposes.
- * To use technology as a tool to enhance all areas of the curriculum.
- * To develop learners whose curiosity about the world around them leads them to a fulfilling life.

We are guided in our strive to students' academic excellence because:

- * We believe collaboration and continuous dialogue promotes high achievement and academic success for all.
- * We believe that each child has a unique pathway to learning. We begin where they are and facilitate their academic progress toward reaching their fullest potential.
- * We believe open communication between staff, students and parents fosters connections critical to the success of all students.
- * We believe modeling, teaching, and applying the six character traits of CHARACTER COUNTS! (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) develops well-rounded, contributing citizens for the future through the implementation of Positive Behavior Intervention Systems (PBIS).
- * We believe a positive school culture and climate embraces the joy of learning.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	62
Grade 2	67
Grade 3	56
Grade 4	53
Grade 5	90
Total Enrollment	419

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Asian	0.5
Filipino	1
Hispanic or Latino	95
White	2.6
Two or More Races	0.7
Socioeconomically Disadvantaged	77.3
English Learners	32.9
Students with Disabilities	8.8
Foster Youth	0.7
Homeless	0.5

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

Teacher Credentials for Magee Academy of	17-18	18-19	19-20
With Full Credential	17	17	16
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for El Rancho Unified	17-18	18-19	19-20
With Full Credential	♦	♦	350
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Magee Academy of Arts and Sciences

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials

Year and month in which data were collected: December, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Frog Street Pre-K (formerly Splash; 2013), Frog Street Press Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science for California, Scott Foresman (K-5) Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	English Language Development Component, Benchmark Advance (K-5) Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Magee Academy was built in 1952. We are fortunate to have a large, beautiful campus with an abundance of outdoor space. There are several small gardens located throughout the school that have been planted and are maintained by members of our faculty as well as students. In addition, there are many large, attractive trees that provide ample shade for students during outdoor activities. The grounds provide an inviting environment in which children can learn and explore.

The Magee campus includes a wonderful library and a computer lab. The library includes a circulation of several hundred books. The library is staffed by a Library Media Technician.

An Innovation Lab provides students a work space that is designed to optimize innovation, exploration and creativity through STEM lessons and activities. This unique environment encourages students to express their creativity and share information, build new knowledge, and develop comprehensive solutions. The furniture in the Innovation Lab has wheels to create a fluid work space that adapts to the needs of our students and the activities and lessons they are participating in.

Magee has two custodians who share the responsibility of keeping our campus clean and safe for student learning. Together, they help to maintain the campus from morning to late night, Monday through Friday.

Through careful scheduling and ongoing communication with the Principal, our custodians and staff help to keep the campus clean and safe for students.

To ensure student safety, Magee balances its fiscal and personnel resources. Classified staff members are on duty to supervise students at 7:00 a.m. each morning. Students are allowed to enter the cafeteria at 7:00 a.m. where they are supervised by a yard duty supervisor. Certificated staff members are on duty to supervise students on the playground at 8:00 a.m. each morning.

As students enter the campus, they are expected to line up on the school grounds in a designated area based on their classroom assignment. Two certificated teachers monitor students until they are picked up by their teacher to begin the instructional day

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/9/2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	40	42	43	50	50
Math	31	28	26	29	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.2	29.3	17.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	203	98.54	39.90
Male	101	99	98.02	30.30
Female	105	104	99.05	49.04
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	191	188	98.43	40.96
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	160	98.16	37.50
English Learners	81	80	98.77	28.75
Students with Disabilities	28	27	96.43	3.70
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	204	99.03	28.43
Male	101	100	99.01	25.00
Female	105	104	99.05	31.73
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	191	189	98.95	29.63
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	161	98.77	28.57
English Learners	81	81	100.00	27.16
Students with Disabilities	28	27	96.43	0.00
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Magee Academy is committed to having parents intimately involved in the educational experience of our students. Parents are strongly encouraged to become active members of our academic community. Magee offers a variety of opportunities for our parents to become involved. For example, through nightly homework assignments and reading logs, parents are given an opportunity to monitor and assist with student learning. In addition, parents are invited to meet with teachers at Back-to-School Night, Parent-Teacher Conferences, Open House, and other scheduled events such as PBL Showcase events.

As part of our commitment to ongoing home-school communication, teachers maintain continuous contact with parents via telephone, e-mail, and written correspondence. The principal also provides our parent community with a monthly digital calendar that contains important information and ideas for parents to stay informed as to what activities take place at Magee. In addition, Magee's website, me.erusd.org is continuously updated in order to keep our parent community informed as to the events that are happening at Magee Academy. Individual teachers also use a variety of apps, such as Remind, Class Dojo, Edmodo, among others, on their phones or electronic devices to communicate with parents and guardians.

Parents are always encouraged to volunteer in either individual classrooms or for any of our school-wide activities. Magee is afforded the opportunity to host a variety of educational and social events throughout the school year for students and families largely because of the significant amount of time that our parents volunteer. Our outstanding parental support through our school fundraisers has allowed Magee to sponsor many valuable school activities such as field trips, assemblies, and purchase additional student supplies.

Finally, Magee promotes the participation of parents in a variety of decision-making committees. Our Magee School Site Council (SSC) strives to include parent representatives in critical decisions regarding school vision, policies, and operations. Each of these parent groups meets regularly with the principal and their efforts are central to the effective operation of Magee's instructional program. We also have an active Parent-Teacher Organization (PTO) where parents are welcomed to help organize and support activities that promote school spirit and increase student engagement at school.

For more information on how to become involved at the school, please contact Principal Ana Melgar-Quinteros at (562) 801-7620.

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.

School Safety Plan

Magee's Safety Plan, referred to as the Standard Emergency Management System (SEMS), is revised at the beginning of each school year. The major focus of the plan is to ensure all children are safe while they are at school in the case of any emergency situation. Magee conducts monthly emergency drills in order to prepare our academic community for potential earthquakes, fire, floods, toxic spills, and intruders. As an added safety measure, all students that take the bus also participate in an annual School Bus Safety program. The School Safety Plan was last reviewed, updated, and discussed with faculty November 2019.

All visitors are also required to check in and sign in at the front office before entering campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.3	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.5	2.9
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		4		25		4		23	1	3	
1	30		2		27		2		26		2	
2	30		2		28		2		26		3	
3	29		3		27		2		28		2	
4	34		1	1	30		3		27		2	
5	28		3		35			2	30		3	
Other**												

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	11	12

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Three full days and approximately 18 half days of professional learning were offered at our school sites in the 2018-19 school year. The topics addressed were based on teachers' need assessment surveys, student assessment data analysis, and district and school-wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site as needed. In addition, teachers and support staff also attend off-site workshops or conferences.

2018-19 Analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy.

Professional development is provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,977	\$49,084
Mid-Range Teacher Salary	\$72,725	\$76,091
Highest Teacher Salary	\$97,462	\$95,728
Average Principal Salary (ES)	\$118,355	\$118,990
Average Principal Salary (MS)	\$122,472	\$125,674
Average Principal Salary (HS)	\$130,732	\$137,589
Superintendent Salary	\$215,004	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,772.21	\$146.19	\$4,626.02	\$66,645.79
District	N/A	N/A	\$8,905.40	\$80,688.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-63.3	4.7
School Site/ State	-45.1	7.0

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

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

Types of Services Funded

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Language Arts, Mathematics Cadres
- Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE)
- International Baccalaureate (IB)

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.