

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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GRADES K-5
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El Rancho Unified School District

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Principal's Message

Magee Elementary School has a long-standing commitment to exemplary teaching and academic excellence. This commitment is driven by a highly qualified teaching staff that focuses on high expectations for all students. Magee has the privilege of having a very supportive parent community. By working in partnership with our parent community, our students are provided with a learning environment that facilitates their academic success.

Each and every member of our academic community strives to provide a positive and dynamic learning environment that provides all students with the foundation necessary to pursue higher education. The improvement of literacy and mathematic skills for all students continues to be a primary academic goal at Magee Elementary School. As a result of ongoing staff development and the thorough implementation of a comprehensive language arts and mathematics program, Magee students have demonstrated steady and consistent growth on the California Standards Test (CST). Increasing 34 points in the Academic Performance Index (API) and meeting all Safe Harbor goals.

We are extremely proud to report that as a result of these rigorous and comprehensive improvements, test scores at Magee improved and all subgroups achieved Adequate Yearly Progress (AYP) goals in both English Language Arts and Mathematics.

In the coming year, Magee will continue to evaluate our educational programs and instructional techniques to ensure that they meet the needs of our diverse student population. Through the use of our Instructional Coach, ongoing data analysis, professional development, educational technology, and exemplary Standards-based instruction, we will provide our Magee students and community with the best education possible.

Professional Development

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages. These programs include:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential.
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies.
- Certificated and Staff Training.
- Site Administrator Training.

We dedicate three full days and approximately 18 half days towards professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, district and schoolwide action plans. Our intern teachers are supported by University Supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and Special Population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

School Safety

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 that 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 also participate in an annual School Bus Safety program. The School Safety Plan was last reviewed, updated, and discussed with faculty in September 2012.



School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

2011-12 SARC

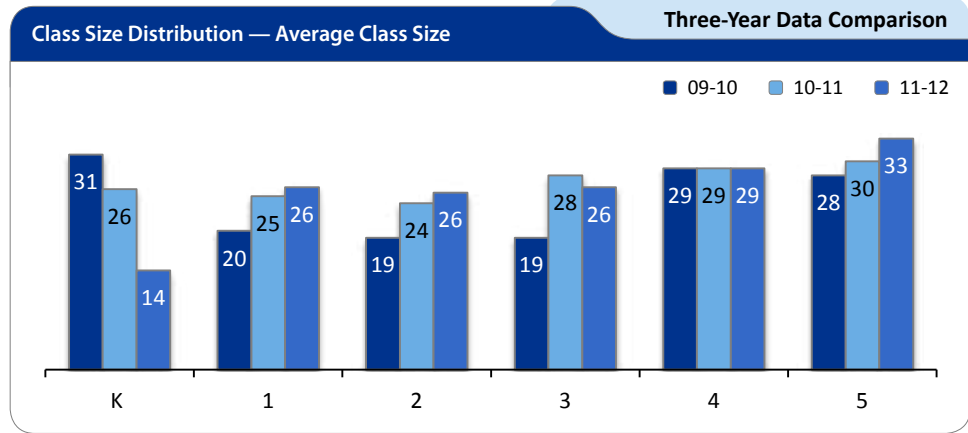


District Mission Statement

The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as life-long learners to succeed academically, intellectually, socially, emotionally and culturally.



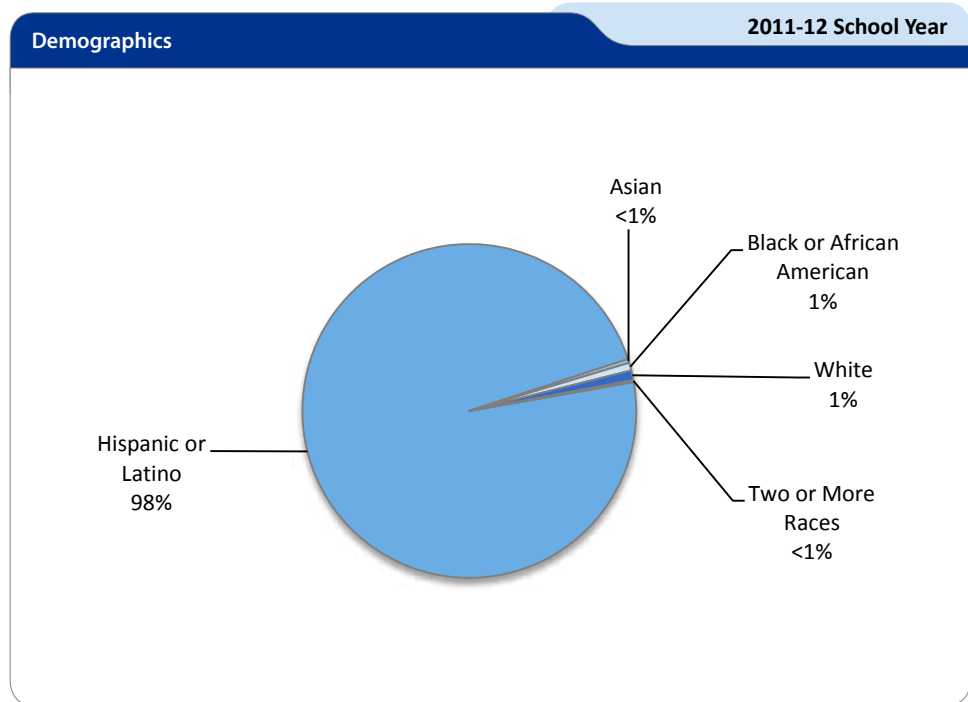
Class Size



Grade	09-10			10-11			11-12		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3		3			6		
1	3	2			4			3	
2	4	2		1	3		1	3	
3	5				3			3	
4		3			4			3	
5	2				3			1	2

Enrollment and Demographics

The total enrollment at the school was 533 students for the 2011-12 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
2011-12 School Year	
Grade 5	
Four of Six Standards	23.70%
Five of Six Standards	23.70%
Six of Six Standards	20.60%

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			11/14/2012
Date of the Most Recent Completion of the Inspection Form			11/14/2012

School Facilities

Magee Elementary School 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 and our Computer Lab houses 30+ computers for student use. They are staffed by a Librarian and our Magee faculty offers daily assistance to our Magee students.

In recent years, classrooms have been remodeled to include air conditioning, new floors, new lighting, white boards, and all new communication (phones, clocks, and bells). Student restrooms were also remodeled and upgraded and new, state-of-the-art playground structures were installed.

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 7:00 a.m. to 11:00 p.m. 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. Certificated Staff members are on duty to supervise students at 8:00 each morning. Students that have breakfast at school are allowed to enter the cafeteria at 7:45 where they are supervised by a Yard Duty Supervisor.

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School Facilities

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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 and the principal monitor students until they are picked up by their teacher to begin the instructional day.

Once classes have started at 8:20, the front gates of the campus are closed. Any individual wishing to be on campus must first check-in with the front office staff and be cleared by the principal as to their reason for a visit to Magee. All visitors must provide identification.

During recess, a certificated staff member and a yard-duty supervisor supervise students. These individuals make certain that children are playing in a manner that is fun, safe, and healthy for all. When children leave school at the end of the day, they are escorted to the front of the school by their classroom teacher and two certificated staff members and the principal once again supervise them and monitor the pick-up of students.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, the District budgeted \$430,800 for the Deferred Maintenance Program. This represents .0106% of the District's general fund budget.



Textbooks and Instructional Materials

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 List		2012-13 School Year
Subject	Textbook	Adopted
English-Language Arts	Reading, Houghton Mifflin (K-6)	2009
Mathematics	California Mathematics, MacMillan/McGraw-Hill	2010
Science	California Science, MacMillan/McGraw-Hill (K-5)	2009
History-Social Science	History-Social Science for California, Scott Foresman (K-5)	2009
ELD	Avenues, Hampton-Brown (K-5)	2009

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2012-13 School Year
Subject	Magee ES	
	Percent Lacking	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual and Performing Arts	0%	
Foreign Language	0%	
Health	0%	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2012-13 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Magee ES			
	09-10	10-11	11-12
Suspension Rates	0.005	0.064	0.041
Expulsion Rates	0.000	0.000	0.000
El Rancho USD			
	09-10	10-11	11-12
Suspension Rates	0.093	0.103	0.086
Expulsion Rates	0.004	0.005	0.003

School Mission Statement

The mission of Lawrence T. Magee Elementary School is to provide a nurturing and academically challenging environment where students are best prepared to become responsible and conscientious, intellectual and civic leaders of tomorrow.

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	10/2012



STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
Subject	Magee ES			El Rancho USD			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	41%	37%	46%	44%	45%	50%	52%	54%	56%
Mathematics	66%	55%	59%	40%	40%	44%	48%	50%	51%
Science	40%	30%	26%	46%	50%	51%	54%	57%	60%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Students Scoring at Proficient or Advanced Levels		Spring 2012 Results		
Group	English-Language Arts	Mathematics	Science	
All Students in the District	50%	44%	51%	
All Students at the School	46%	59%	26%	
Male	44%	58%	40%	
Female	48%	60%	11%	
Black or African American	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	
Asian	❖	❖	❖	
Filipino	❖	❖	❖	
Hispanic or Latino	45%	59%	26%	
Native Hawaiian or Pacific Islander	❖	❖	❖	
White	❖	❖	❖	
Two or More Races	❖	❖	❖	
Socioeconomically Disadvantaged	44%	58%	22%	
English Learners	36%	49%	11%	
Students with Disabilities	24%	59%	❖	
Students Receiving Migrant Education Services	❖	❖	❖	

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	3	5	2
Similar Schools API Rank	3	5	1

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						Magee ES – Actual API Change		
	Magee ES		El Rancho USD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	335	768	7,275	771	4,664,264	788	34	-49	34
Black or African American	2	■	28	784	313,201	710	■	■	■
American Indian or Alaska Native	0	■	7	■	31,606	742	■	■	■
Asian	2	■	18	844	404,670	905	■	■	■
Filipino	0	■	25	906	124,824	869	■	■	■
Hispanic or Latino	327	767	7,113	771	2,425,230	740	35	-47	33
Native Hawaiian or Pacific Islander	0	■	1	■	26,563	775	■	■	■
White	3	■	68	761	1,221,860	853	■	■	■
Two or More Races	1	■	5	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	275	762	5,439	764	2,779,680	737	42	-50	35
English Learners	165	756	2,829	737	1,530,297	716	51	-46	48
Students with Disabilities	37	662	823	578	530,935	607	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2011-12 School Year		
	Magee ES		El Rancho USD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✘		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		2012-13 School Year	
	Magee ES	El Rancho USD	
Program Improvement Status	In PI	In PI	
First Year of Program Improvement	2010-2011	2008-2009	
Year in Program Improvement	Year 2	Year 3	
Number of Schools Identified for Program Improvement		7	
Percent of Schools Identified for Program Improvement		50.00%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✘ Not applicable. The graduation rate for AYP criteria applies to high schools.

Parental Involvement

Magee 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.

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 weekly bulletin that contains important information and ideas for parents to stay informed as to what takes place at Magee. In addition, Magee has established a website at www.me.erusd.org that is continuously updated in order to keep our parent community informed as to the magic that is taking place at Magee.

Parents are always encouraged to volunteer in either individual classrooms or for any of our schoolwide activities. Magee is afforded the opportunity to host a variety of educational 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 the purchase of a brand new school marquee.

Finally, Magee promotes the participation of parents in a variety of decision-making committees. Our Magee School Site Council (SSC) and our English Learner Advisory Council (ELAC), strive 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 Gisela Castanon, Principal, at (562) 801-5000.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information	Three-Year Data Comparison			
	El Rancho USD	Magee ES		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	404	26	22	22
Without Full Credential	6	1	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Magee ES		
Teachers	10-11	11-12	12-13
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Magee ES	96.27%	3.73%
All Schools in District	95.06%	4.94%
High-Poverty Schools in District	95.06%	4.94%
Low-Poverty Schools in District	✧	✧

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.0
Other	
Health Clerk	1.0
College Tutor	1.0



Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2010-11 Fiscal Year	
	El Rancho USD	Similar Sized District
Beginning Teacher Salary	\$41,656	\$40,656
Mid-Range Teacher Salary	\$63,140	\$64,181
Highest Teacher Salary	\$80,315	\$82,486
Average Principal Salary (Elementary School)	\$104,051	\$102,165
Average Principal Salary (Middle School)	\$104,387	\$108,480
Average Principal Salary (High School)	\$125,424	\$117,845
Superintendent Salary	\$200,241	\$181,081
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Magee ES	\$4,201	\$69,189
El Rancho USD	\$4,177	\$65,540
California	\$5,455	\$66,336
School and District — Percent Difference	+0.6%	+5.3%
School and California — Percent Difference	-29.8%	+4.1%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$4,750
Expenditures Per Pupil From Restricted Sources	\$549
Expenditures Per Pupil From Unrestricted Sources	\$4,201
Annual Average Teacher Salary	\$69,189



Types of Services Funded

These programs are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher & Principal Training & Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Economic Impact Aid (EIA)/ Limited English Proficient (LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- Special Education
- State Preschool Program
- National School Lunch Program
- Enhancing Education Through Technology (EETT)