



## 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 districtwide assessments.

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, as we begin to implement Common Core Standards at our school.

## 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 monthly calendar that contains important information and ideas for parents to stay informed as to what takes place at Magee. In addition, Magee has established a Web site at [me.erusd.org](http://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 Principal Gisela Castanon at (562) 801-5000.

## 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 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 August 2013.

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## El Rancho Unified School District

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## 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.

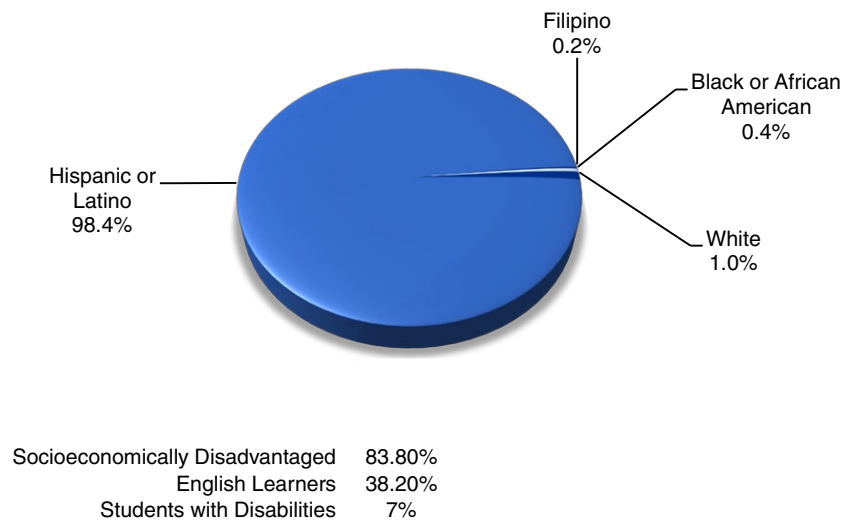
Para español visita:  
[www.erusd.org](http://www.erusd.org)

## Enrollment by Student Group

The total enrollment at the school was 487 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2012-13 School Year

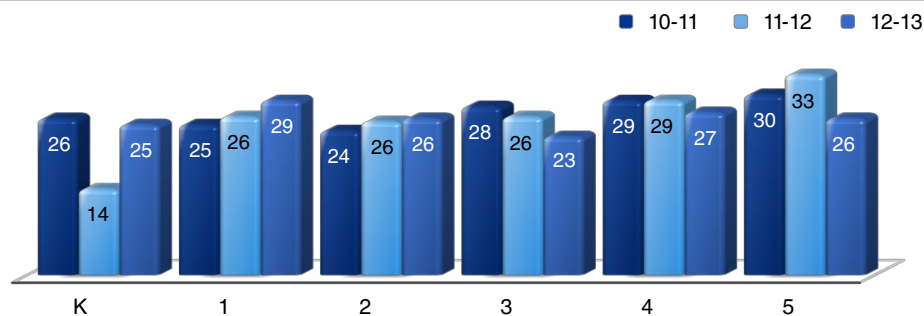


## Class Size Distribution

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.

### Average Class Size

Three-Year Data Comparison



### Number of Classrooms by Size

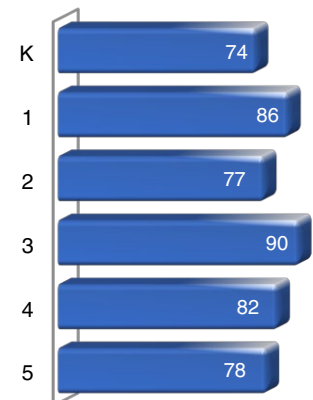
Three-Year Data Comparison

Grade	10-11			11-12			12-13		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3		6				3	
1		4			3			3	
2	1	3		1	3		1	1	1
3		3			3		2	2	
4		4			3		1	1	1
5		3			1	2		3	

## Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

### 2012-13 Enrollment by Grade



## Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

### Suspension and Expulsion Rates

Magee ES			
	10-11	11-12	12-13
Suspension Rates	0.064	0.027	0.023
Expulsion Rates	0.000	0.000	0.000
ERUSD			
	10-11	11-12	12-13
Suspension Rates	0.103	0.062	0.057
Expulsion Rates	0.005	0.001	0.000

## STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content 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 who scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
	Magee ES			ERUSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	37%	46%	41%	45%	50%	50%	54%	56%	55%
Mathematics	55%	59%	59%	40%	44%	46%	49%	50%	50%
Science	30%	26%	21%	50%	51%	53%	57%	60%	59%

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

Students Scoring at Proficient or Advanced Levels			Spring 2013 Results		
Group	English-Language Arts	Mathematics	Science		
All Students in the District	50%	46%	53%		
All Students at the School	41%	59%	21%		
Male	38%	60%	20%		
Female	45%	57%	24%		
Black or African American	❖	❖	❖		
American Indian or Alaska Native	❖	❖	❖		
Asian	❖	❖	❖		
Filipino	❖	❖	❖		
Hispanic or Latino	42%	58%	22%		
Native Hawaiian or Pacific Islander	❖	❖	❖		
White	❖	❖	❖		
Two or More Races	❖	❖	❖		
Socioeconomically Disadvantaged	41%	56%	16%		
English Learners	32%	54%	6%		
Students with Disabilities	15%	38%	❖		
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

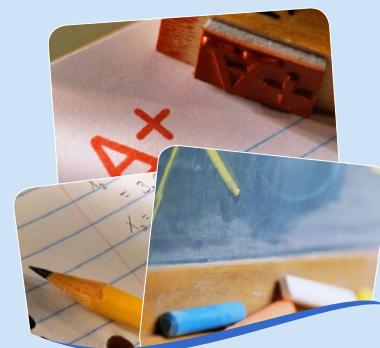
The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified 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 Plan. 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 including tests, participation, groups, and scores by grade level, please visit [star.cde.ca.gov](http://star.cde.ca.gov).



## API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (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.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
<b>Statewide API Rank</b>	5	2	3
<b>Similar Schools API Rank</b>	5	1	2

## 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 API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 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 [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/) for the API information guide and the API overview guide.

## API Growth by Student Group

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 scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 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.

API Growth by Student Group				2013 Growth API and Three-Year Data Comparison					
Group	2013 Growth API						Magee ES – Actual API Change		
	Magee ES		ERUSD		California				
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
<b>All Students</b>	305	760	7,056	775	4,655,989	790	-49	34	-8
<b>Black or African American</b>	1	❖	28	758	296,463	708	■	■	■
<b>American Indian or Alaska Native</b>	0	❖	9	❖	30,394	743	■	■	■
<b>Asian</b>	0	❖	14	880	406,527	906	■	■	■
<b>Filipino</b>	0	❖	25	920	121,054	867	■	■	■
<b>Hispanic or Latino</b>	300	759	6,891	775	2,438,951	744	-47	33	-7
<b>Native Hawaiian or Pacific Islander</b>	0	❖	1	❖	25,351	774	■	■	■
<b>White</b>	2	❖	67	776	1,200,127	853	■	■	■
<b>Two or More Races</b>	2	❖	21	683	125,025	824	■	■	■
<b>Socioeconomically Disadvantaged</b>	261	753	5,421	768	2,774,640	743	-50	35	-10
<b>English Learners</b>	134	762	2,655	735	1,482,316	721	-46	48	5
<b>Students with Disabilities</b>	31	602	849	594	527,476	615	■	■	■

❖ 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.

■ Data are reported only for numerically significant groups.



### Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following 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 2012-13. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria		2012-13 School Year
	Magee ES	ERUSD
<b>Met Overall AYP</b>	No	No
<b>Met Participation Rate</b>		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
<b>Met Percent Proficient</b>		
English-Language Arts	No	No
Mathematics	No	No
<b>Met API Criteria</b>	No	Yes
<b>Met Graduation Rate</b>	✖	No

### Federal Intervention Program

Schools and districts 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) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2013-14 School Year
	Magee ES	ERUSD
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2010-2011	2008-2009
<b>Year in Program Improvement</b>	Year 3	Year 3
<b>Number of Schools Identified for Program Improvement</b>		8
<b>Percent of Schools Identified for Program Improvement</b>		66.70%

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

### 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 lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.



### 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. The 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/](http://www.cde.ca.gov/ta/tg/pf/).

### Percentage of Students Meeting Fitness Standards

2012-13 School Year	
Grade 5	
<b>Four of Six Standards</b>	25.30%
<b>Five of Six Standards</b>	33.30%
<b>Six of Six Standards</b>	18.70%

*"ERUSD is answering to the demands of the 21st Century."*

*"We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally and culturally."*

### 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		2013-14 School Year
Subject	Elementary School Textbooks	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

### Quality of Textbooks

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

Quality of Textbooks		2013-14 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
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

### 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:

- 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 toward 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, and 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 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.

### 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		2013-14 School Year
Reading/Language Arts		0%
Mathematics		0%
Science		0%
History-Social Science		0%
Visual and Performing Arts		0%
Foreign Language		0%
Health		0%



### Currency of Textbook Data

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

Currency of Textbooks		2013-14 School Year
Data Collection Date		10/2013

## 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2013-14 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
For the county facility inspection results, please visit the District Office.			

## 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 members offer daily assistance to our 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 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. 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 a.m. where they are supervised by a yard duty supervisor.

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.

*Continued on sidebar*

## School Facilities

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Once classes have started at 8:20 a.m., 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. Two certificated staff members and the principal supervise them and monitor the pick-up of students.



## 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)

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov/](http://www.ctc.ca.gov/).

Teacher Credential Information		Three-Year Data Comparison		
	ERUSD	Magee ES		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	384	22	22	19
Without Full Credential	4	0	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 (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data Comparison		
		Magee ES		
Teachers		11-12	12-13	13-14
Teacher Misassignments of English Learners		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions		0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		2012-13 School Year	
	Percent of Classes in Core Academic Subjects		
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers	
Magee ES	100.00%	0.00%	
All Schools in District	95.84%	4.16%	
High-Poverty Schools in District	95.84%	4.16%	
Low-Poverty Schools in District	✧	✧	

✧ Not applicable.

## 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.



## 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	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
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)	1.0
Other	FTE
Health Clerk	1.0



## Financial Data

The financial data displayed in this SARC is from the 2011-12 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 detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at [www.ed-data.org](http://www.ed-data.org).

## 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		2011-12 Fiscal Year
	ERUSD	Similar Sized District
Beginning Teacher Salary	\$41,664	\$40,928
Mid-Range Teacher Salary	\$63,155	\$64,449
Highest Teacher Salary	\$80,333	\$82,826
Average Elementary School Principal Salary	\$105,326	\$102,640
Average Middle School Principal Salary	\$104,903	\$109,253
Average High School Principal Salary	\$130,776	\$118,527
Superintendent Salary	\$218,663	\$183,968
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

## Financial Data Comparison

This 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		2011-12 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Magee ES	\$2,535	\$75,490
ERUSD	\$2,493	\$69,755
California	\$5,537	\$67,106
School and District — Percent Difference	+1.7%	+8.2%
School and California — Percent Difference	-54.2%	+12.5%

## 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	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$2,816
Expenditures Per Pupil From Restricted Sources	\$280
Expenditures Per Pupil From Unrestricted Sources	\$2,535
Annual Average Teacher Salary	\$75,490



## Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



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. For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap). 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 December 2013.

## School Accountability Report Card

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