

# Lawrence T. Magee Elementary

8200 Serapis Avenue • Pico Rivera, CA 90660 • (562) 801-5000 • Grades K-5

Gisela Castanon, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### El Rancho Unified School District

9333 Loch Lomond Dr.

Pico Rivera

(562) 942-1500

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### District Governing Board

Delia Alvidrez

Rachel Canchola

Jose Lara

Alfred Renteria, Jr.

Aurora Villon, Ed.D.

### District Administration

Martin Galindo

**Superintendent**

Roxane Fuentes

**Assistant Superintendent,  
Educational Services**

Mark Matthews

**Director, Human Resources**

Ruben Frutos

**Assistant Superintendent, Business  
Services**

Katherine Aguirre

**Director, Special Education**

### 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 Magee students and our community with the best education possible, as we begin to implement Common Core Standards at our school.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 801-5000.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	87
Gr. 1	71
Gr. 2	82
Gr. 3	69
Gr. 4	88
Gr. 5	73
<b>Total</b>	<b>470</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.2
Hispanic or Latino	97.4
Native Hawaiian/Pacific Islander	0.0
White	1.3
Two or More Races	0.0
Socioeconomically Disadvantaged	90.4
English Learners	37.0
Students with Disabilities	8.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Lawrence T. Magee Elementary	12-13	13-14	14-15
<b>Fully Credentialed</b>	19	19	20
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
El Rancho Unified School District			
12-13	13-14	14-15	
<b>Fully Credentialed</b>	◆	◆	365
<b>Without Full Credential</b>	◆	◆	4
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lawrence T. Magee Elementary	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	94.94	5.06
<b>High-Poverty Schools</b>	94.94	5.06
<b>Low-Poverty Schools</b>	0.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

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: October 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	Reading, Houghton Mifflin (K-6) 2009
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	California Mathematics, MacMillan/McGraw-Hill 2010
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	California Science, MacMillan/McGraw-Hill (K-5) 2009
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	History-Social Science for California, Scott Foresman (K-5) 2009
<p><b>ELD</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	Avenues, Hampton-Brown (K-5) 2009

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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 Library Media Technician and our Magee faculty members and a College Tutor offer daily assistance to our students when they are in the computer lab.

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.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/19/2014

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

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
<b>Science</b>	26	21	16	51	53	51	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

**STAR Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
<b>ELA</b>	37	46	41	45	50	50	54	56	55
<b>Math</b>	55	59	59	40	44	46	49	50	50
<b>HSS</b>				45	49	46	48	49	49

\* STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks - Three-Year Comparison**

API Rank	2010-11	2011-12	2012-13
Statewide	2	3	3
Similar Schools	1	2	2

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.6	23.0	16.2

\* 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.

**2013-14 CAASPP Results by Student Group**

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	16
Male	19
Female	14
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	16
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	17
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

**API Growth by Student Group – Three-Year Comparison**

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-49	34	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-47	33	-7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-50	35	-11
English Learners	-46	48	5
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for 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 activities take 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 events that are happening 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 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 of additional student supplies.

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.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (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 also participate in an annual School Bus Safety program. The School Safety Plan was last reviewed, updated, and discussed with faculty August 2014.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	2.7	2.3	2.9
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### 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.

#### 2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

#### 2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Average Class Size and Class Size Distribution**

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	14.3	25	22	6		1	0	3	3	0		
Gr. 1	26.3	29	24	0		1	3	3	2	0		
Gr. 2	25.5	26	27	1	1	1	3	1	1	0	1	1
Gr. 3	26.3	23	23	0	2	1	3	2	2	0		
Gr. 4	29	27	22	0	1	2	3	1	2	0	1	
Gr. 5	33.3	26	24	0		1	1	3	2	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,431	\$41,243
Mid-Range Teacher Salary	\$62,802	\$64,893
Highest Teacher Salary	\$79,885	\$83,507
Average Principal Salary (ES)	\$96,384	\$103,404
Average Principal Salary (MS)	\$100,080	\$109,964
Average Principal Salary (HS)	\$129,684	\$120,078
Superintendent Salary	\$41,000	\$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	4	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$2,991	\$488	\$2,503	\$71,372
District	♦	♦	\$2,619	\$67,975
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-4.4	5.0
Percent Difference: School Site/ State			-46.6	5.3

### **Types of Services Funded at Lawrence T. Magee Elementary**

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
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- Technology
- Advanced Placement Classes

### **Professional Development provided for Teachers at Lawrence T. Magee Elementary**

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
- Common Core Professional Development Teams

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.