

# Magee Academy of Arts and Sciences

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Magee Academy of Arts and Sciences
<b>Street</b>	8200 Serapis Avenue
<b>City, State, Zip</b>	Pico Rivera, CA 90660
<b>Phone Number</b>	(562) 801-7620
<b>Principal</b>	Ana Melgar-Quinteros
<b>Email Address</b>	amelgar@erusd.org
<b>School Website</b>	<a href="https://me.erusd.org/">https://me.erusd.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	19-64527-6013338

## 2024-25 District Contact Information

<b>District Name</b>	El Rancho Unified School District
<b>Phone Number</b>	(562) 801-7310
<b>Superintendent</b>	Marco A. Villegas, Ph.D.
<b>Email Address</b>	marcovillegas@erusd.org
<b>District Website</b>	<a href="http://www.erusd.org">www.erusd.org</a>

## 2024-25 School Description and Mission Statement

"Magee Brings Out the Best in Me!"

Mission Statement:

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

Vision Statement:

## 2024-25 School Description and Mission Statement

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

Magee Academy of Arts and Sciences utilizes research-based teaching and learning practices in reading, mathematics, science, technology and the arts. Students make interdisciplinary connections and work collaboratively as they develop and refine new skills. Instruction in core academic areas, as well as enriching learning opportunities in the arts and science, allow for extended learning. Magee Academy of Arts and Sciences provides students with challenging learning activities that develop their ability to demonstrate creativity, communicate effectively, collaborate with others, engage in critical thinking and assume leadership roles.

El Rancho Unified School District Vision Statement:  
Inspiring learners to thrive in an ever-changing world.

El Rancho Unified School District Mission Statement:  
We create opportunities for growth and success.

We are committed to the following goals:

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

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

- \* We believe collaboration and continuous dialogue promotes high achievement and academic success for all.
- \* We believe that each child has a unique pathway to learning. We begin where they are and facilitate their academic progress toward reaching their fullest potential.
- \* We believe open communication between staff, students and parents fosters connections critical to the success of all students.
- \* We believe modeling, teaching, and applying P.A.W.S (Promoting a Positive Environment, Acting Responsibly, Willing to Learn and Showing Respect) our school wide Positive Behavior Intervention Systems (PBIS).
- \* We believe a positive school culture and climate embraces the joy of learning.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	63
Grade 2	72
Grade 3	62
Grade 4	68
Grade 5	62
<b>Total Enrollment</b>	<b>393</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Asian	0.3
Black or African American	1
Hispanic or Latino	97.5
Two or More Races	0.3
White	1
English Learners	25.7
Foster Youth	1.3
Socioeconomically Disadvantaged	83.7
Students with Disabilities	13.5

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.40	100.00	290.90	84.51	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.90	0.56	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	20.30	5.92	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.90	3.48	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	19.00	5.52	18854.30	6.86
<b>Total Teaching Positions</b>	16.40	100.00	344.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.50	100.00	288.60	83.37	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.80	1.11	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	37.80	10.93	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.80	1.69	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	10.00	2.89	15831.90	5.67
<b>Total Teaching Positions</b>	15.50	100.00	346.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.50	100.00	251.70	79.48	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	0.58	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	35.70	11.27	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	7.70	2.46	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	19.60	6.19	14303.80	5.15
<b>Total Teaching Positions</b>	15.50	100.00	316.70	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other 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.

**Year and month in which the data were collected**

December, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018 English Language Development Component, Benchmark Advance (K-5) Adopted 2018	Yes	0%
<b>Mathematics</b>	Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017	Yes	0%
<b>Science</b>	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009	Yes	0%
<b>History-Social Science</b>	History-Social Science for California, Scott Foresman (K-5) Adopted 2009	Yes	0%

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

## School Facility Conditions and Planned Improvements

Magee Academy of Arts and Sciences, originally built in 1952, boasts a large, picturesque campus that serves as a welcoming and engaging environment for student learning and exploration. The campus is thoughtfully designed with a variety of outdoor spaces and modernized facilities that enhance the educational experience while prioritizing safety, cleanliness, and accessibility. The Magee Academy of Arts and Sciences campus features expansive outdoor areas, including small gardens cultivated and maintained by faculty and students. These gardens not only beautify the campus but also serve as hands-on learning opportunities for students to engage in environmental science and horticulture projects. Mature, well-maintained trees provide ample shade during outdoor activities, ensuring students can comfortably enjoy recess, physical education, and school events in a safe and inviting environment.

The Magee Academy of Arts and Sciences campus is home to several specialized facilities designed to enrich student learning and well-being:

**Library:** The campus library is a hub for literacy and digital learning. With a collection of several hundred books and a Library Media Technician on staff, students have access to a diverse range of reading materials and resources. The technician integrates technology and traditional literacy, helping students navigate both physical and digital media. Recent updates to the library include the addition of new furniture, enhanced shelving for better organization, and updated technology stations.

**Broadcast/Workroom:** The Broadcast/Workroom offers students and staff access to multimedia production resources, supporting creative projects and communication initiatives like the Magee Academy Broadcast. This space plays a pivotal role in developing students' media literacy and presentation skills.

**Innovation Lab:** The state-of-the-art Innovation Lab is a standout feature of the campus. This dynamic space is equipped with mobile furniture, allowing the workspace to adapt seamlessly to the demands of STEM lessons and collaborative activities. Students utilize tools such as art stations, robotics kits, and coding stations, to foster creativity, critical thinking, and problem-solving skills. Ongoing upgrades include the procurement of additional digital devices, kits and tools to further expand hands-on learning opportunities.

Two dedicated custodians share responsibility for maintaining a clean, safe, and orderly campus environment. Custodial staff follow a detailed schedule to ensure that classrooms, restrooms, hallways, and common areas are cleaned and sanitized regularly. Emphasis is placed on high-traffic areas, with additional disinfection protocols implemented during flu season and as part of ongoing efforts to maintain a healthy environment. Regular maintenance is overseen by district personnel, who conduct routine inspections of plumbing, electrical systems, HVAC units, and roofing to address issues promptly and prevent disruptions to learning.

Safety is a top priority at Magee Academy of Arts and Sciences. The campus is equipped with secure perimeter fencing, clearly marked emergency evacuation routes, and an intercom system for efficient communication. Surveillance cameras and a controlled entry system further enhance campus security.

Supervisory protocols ensure student safety throughout the day. Classified staff oversee students as early as 7:00 a.m., with designated areas for students to gather before the instructional day begins. Noon duty supervisors provide additional oversight during recess, lunch, and dismissal times, maintaining a safe and orderly environment.

By balancing fiscal resources with a focus on innovation and safety, Magee Academy of Arts and Sciences continues to provide a high-quality learning environment that supports academic achievement and fosters a sense of community pride.

**Year and month of the most recent FIT report**

November, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Safety for overhead storage and extension cords that had been improperly daisy-chained were removed to address safety concerns. Appropriate extension cords with sufficient outlets were acquired and installed in compliance with safety standards. Overhead storage

## School Facility Conditions and Planned Improvements

				in classrooms will be removed and items will be placed in school storage.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	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			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	42	38	38	46	47
<b>Mathematics</b> (grades 3-8 and 11)	31	35	24	26	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	190	186	97.89	2.11	41.94
<b>Female</b>	91	88	96.70	3.30	42.05
<b>Male</b>	99	98	98.99	1.01	41.84
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	182	181	99.45	0.55	41.99
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	36	33	91.67	8.33	9.09
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	23	23	100.00	0.00	30.43
<b>Socioeconomically Disadvantaged</b>	164	161	98.17	1.83	38.51
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	22	100.00	0.00	18.18

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	190	188	98.95	1.05	34.57
<b>Female</b>	91	90	98.90	1.10	32.22
<b>Male</b>	99	98	98.99	1.01	36.73
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	182	182	100.00	0.00	35.16
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	36	35	97.22	2.78	11.43
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	23	23	100.00	0.00	39.13

<b>Socioeconomically Disadvantaged</b>	164	163	99.39	0.61	31.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	22	100.00	0.00	9.09

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	17.91	33.33	21.14	21.93	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	64	63	98.44	1.56	33.33
<b>Female</b>	30	30	100.00	0.00	30.00
<b>Male</b>	34	33	97.06	2.94	36.36
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	62	62	100.00	0.00	33.87
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	14	13	92.86	7.14	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	53	53	100.00	0.00	30.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	100%	100%	98%	100%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Magee Academy of Arts and Sciences is committed to having parents involved in the educational experience of our students. Parents are strongly encouraged to become active members of our academic community. Magee Academy of Arts and Sciences offers a variety of opportunities for our parents to become involved. Parents are encouraged to actively participate in our academic community through a variety of meaningful opportunities and programs that not only support students, but also strengthen the school community as a whole.

Magee Academy of Arts and Sciences offers multiple avenues for parents to stay engaged and involved. Key events such as Back-to-School Night, Parent-Teacher Conferences, and Open House provide parents with opportunities to connect with teachers, gain insights into classroom learning, and discuss their child's progress. These events foster open communication and allow parents to actively support their child's academic journey.

Parent workshops are held throughout the year to encourage parents to become involved with the learning process. The workshops are focused on academic support and fostering social-emotional well-being at home. These workshops equip parents with tools to reinforce learning beyond the classroom and strengthen their role as partners in education.

Our Friends of Magee group is geared to our parents and any community members that would like to assist in creating memorable activities and increasing student engagement at school for our students. These activities enhancing student engagement through their creative and memorable activities. For example, Friends of Magee has spearheaded events such as cultural celebrations, color run, candy cane run and fundraising drives to support student programs. Monthly meetings provide an opportunity for collaboration and innovation, ensuring a robust and active parent presence in school life.

Effective communication is at the heart of our parent engagement efforts. Teachers maintain ongoing contact with parents through a variety of channels, including phone calls, emails, and platforms such as ClassDojo and Parent Square. These tools allow for real-time updates, personalized communication, and transparency regarding student progress and classroom activities. As part of our commitment to ongoing home-school communication, teachers maintain continuous contact with parents.

The principal also provides our parent community with information by posting in class dojo and parent square any important information and ideas for parents to stay informed in all activities that take place at Magee Academy of Arts and Sciences. In

## 2024-25 Opportunities for Parental Involvement

In addition, Magee Academy of Arts and Sciences' website, [me.erusd.org](http://me.erusd.org) is continuously updated in order to keep our parent community informed as to the events that are happening at Magee Academy of Arts and Sciences.

One of the unique aspects of our communication strategy is the Magee Academy Broadcast, a student led multimedia platform where parents and community members can access campus news, student highlights, and video coverage of key events. For families unable to attend in person, this initiative provides an inclusive way to stay connected and engaged.

Parents are always encouraged to volunteer in either individual classrooms or for any of our school-wide activities. Magee Academy of Arts and Sciences 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. Volunteers play a critical role in ensuring the success of our social and cultural events, which bring together the entire school community. Their contributions not only enhance the educational experience for students but also build a sense of community and belonging for all families.

We actively promote parental participation in decision-making processes through committees such as the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). These groups work closely with the principal to shape policies, set priorities, and ensure that the needs of all students are met. The SSC, which includes parent representatives, provides input on key decisions such as budgeting, academic programs, and the school's overall vision. Meanwhile, ELAC offers parents of English Learners an opportunity to advocate for their children and contribute valuable insights to support academic success and equity.

The involvement of parents at Magee Academy of Arts and Sciences directly benefits students by creating a supportive and enriching learning environment. Their efforts in planning events, providing classroom support, and participating in decision-making empower students to thrive academically, socially, and emotionally. The active partnership between parents, staff, and community members fosters a sense of unity and shared purpose, making Magee Academy of Arts and Sciences a vibrant and inclusive place to learn and grow.

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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	421	412	109	26.5
Female	205	200	49	24.5
Male	216	212	60	28.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	407	398	105	26.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	115	109	26	23.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	362	357	100	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	62	60	16	26.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.25	0	0	3.45	5.18	5.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.09	0.1	0.08	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Magee Academy of Arts and Sciences' Safety Plan is revised at the beginning of each school year. Once revised the School Safety Plan is approved by our School Site Council and the ERUSD school board. 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. The School Safety plan outlines the

## 2024-25 School Safety Plan

appropriate responses necessary to respond to a variety of unusual or emergency situations including: earthquake, fire, lock downs or unauthorized persons on campus to name a few situations. Magee Academy of Arts and Sciences conducts regular earthquake, fire, and lockdown drills to prepare all students and staff for emergencies. The Magee Academy of Arts and Sciences' school safety plan also includes medical safety procedures and safety guidelines. All safety procedures and guidelines related to medical concerns are in accordance with the Los Angeles County Department of Public Health guidelines and recommendations. To evaluate the school safety plans effectiveness, a self-reflection and staff review accompanies each drill. The school maintains emergency supplies in a designated emergency bin. For the 24-25 school year the Safety plan was reviewed and approved by School Site Council on 2/26/24. Every month Magee Academy of Arts staff reviews an aspect of the safety plan and conducts drills to ensure staff is aware of the procedures in place.

The School Emergency Response Team (SERT) flowchart defines the roles as well as locations and regulations the staff will follow to ensure the safety of all students, staff, and parents at Magee Academy of Arts and Sciences. These individuals play key roles in how each disaster drill is handled. The plan also includes shut-off locations for gas, electricity, and water. Provided by the district and housed on our campus, a large metal bin houses all emergency supplies. In the end, the plan will provide all the terms and routines with which the staff will efficiently conduct the necessary procedures to be able to safely reunite each student with his/her parents/guardians. During monthly emergency drills, the staff reviews the entire plan to ensure the system works.

To ensure safety, our campus is closed. All gates surrounding our campus are closed between the hours of 7:00 a.m. to 2:45 p.m. Visitors and staff are required to sign-in at the office with Raptor, and wear a visitors' badge if they have business at the school. Before school begins, there are teachers on duty and noon supervisors in the cafeteria. During recess, there are staff members on yard duty per playground. At lunch and lunch recess, noon aides supervise the cafeteria and playground.

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
1	29		2	
2	35		1	2
3	56			2
4	30		2	
5	32		2	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	27		2	
2	45			2
3	49			2
4	30		2	
5	32		2	
Other	26		2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	21		3	
2	40		1	2
3	62			2
4	34			2
5	31		2	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$5,706.30	\$288.06	\$5,418.24	\$66,763.14
<b>District</b>	N/A	N/A	\$9,547.84	\$94,324
<b>Percent Difference - School Site and District</b>	N/A	N/A	-55.2	-34.2
<b>State</b>	N/A	N/A	\$10,771	\$94,694
<b>Percent Difference - School Site and State</b>	N/A	N/A	-66.1	-34.6

## Fiscal Year 2023-24 Types of Services Funded

Magee Academy of Arts and Sciences provides a wide range of programs and services designed to support and enhance student learning, foster social-emotional well-being, and promote academic success. These services reflect the school's commitment to providing equitable opportunities for all students to thrive.

### Academic Support Programs:

- **After-School Homework Support:** This program offers students additional time and assistance to complete assignments in a structured environment. Staffed by trained educators, it helps students reinforce key concepts and stay on track academically.
- **Small Group Instruction with Aides for Targeted Intervention:** Small group settings allow for personalized support in literacy and mathematics, addressing individual learning gaps and fostering growth in foundational skills.
- **ELD Pull-Out Program:** English Language Development (ELD) pull-out services are provided for English Learners in grades 3-5 who are at risk of becoming Long-Term English Learners (LTELs). These focused lessons develop language skills critical for academic success.

## Fiscal Year 2023-24 Types of Services Funded

### Special Education and Inclusive Support

- Resource Specialist Program (RSP): The RSP teacher provides tailored instruction for students with Individualized Education Programs (IEPs), ensuring they meet their academic goals while integrating into general education classrooms as appropriate.
- Sensory Room: Designed for students who need sensory input to self-regulate and focus, this room is equipped with tools and activities that promote emotional balance and concentration.

### Technology Integration and Digital Learning

- Technology Platforms: Students benefit from engaging tools such as Myon Reading, Mystery Science, Tynker Coding, and site based-licensed access to Teachers Pay Teachers resources. These platforms support interactive learning, foster creativity, and enhance STEM education.
- Digital Learning Coaches (DLCs): DLCs assist teachers in integrating technology into their instruction, ensuring students develop 21st-century skills essential for future success.
- EduClimber and Illuminate Data Analysis Platform: This platform provides teachers with actionable insights into student performance, enabling data-driven decisions to address individual learning needs.

### Professional Development for Educators

- Benchmark Universe Training and Go Math! Training: Teachers receive ongoing professional development in curriculum programs to ensure effective implementation and improved student outcomes.
- District Teachers on Special Assignment (TOSAs): Specialists in math, language arts, science, and English Language Learners provide additional coaching and resources to teachers.

### Social-Emotional and Mental Health Services

- Mental Health Counseling: A licensed mental health counselor provides individual and group counseling, focusing on targeted student groups with common needs such as managing anxiety, building resilience, and fostering peer relationships.
- Student Wellness Initiatives: Programs include mindfulness practices, anti-bullying campaigns, and wellness workshops to promote positive mental health and emotional well-being.

### Early Childhood and Expanded Learning Opportunities

- Extended Day Kindergarten and Transitional Kindergarten (TK): These programs offer younger students additional instructional time to build foundational skills in a nurturing and structured environment.
- Expanded Learning Opportunities Program: Enrichment activities such as art, robotics, coding, soccer, track, volleyball, cross-country, and field hockey are provided. These programs enhance students' physical fitness, creativity, and teamwork skills while fostering a sense of belonging.

### Positive School Climate and Behavior Support

- Positive Behavioral Interventions and Supports (PBIS): PBIS frameworks create a consistent and positive school culture, reinforcing good behavior and reducing disciplinary issues.
- Community Schools Liaison: The liaison acts as a bridge between families, the school, and community resources, ensuring families receive the support they need to thrive.

### Assessment and Data-Driven Instruction

- District Interim Assessments in Language arts, Math and ELD and STAR Reading and Math Screeners: Regular assessments provide teachers with critical information about student progress, allowing for timely intervention and support.

### Classroom and Instructional Support

- Instructional Aides for TK-3 Classrooms: These aides provide essential support in early grade classrooms, ensuring a low student-to-adult ratio and personalized attention.
- Substitute Teachers for Data Review: Substitute coverage allows teachers to participate in collaborative data reviews, identifying trends and planning targeted interventions to improve student achievement.

Through these comprehensive programs and services, Magee Academy of Arts and Sciences ensures a holistic approach to education, addressing the academic, social, and emotional needs of all students while fostering a positive, inclusive, and dynamic learning environment.

## Fiscal Year 2023-24 Types of Services Funded

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,153	\$58,855
<b>Mid-Range Teacher Salary</b>	\$88,149	\$92,519
<b>Highest Teacher Salary</b>	\$118,132	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$150,110	\$142,791
<b>Average Principal Salary (Middle)</b>	\$152,039	\$151,078
<b>Average Principal Salary (High)</b>	\$163,405	\$167,094
<b>Superintendent Salary</b>	\$240,000	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	28.98	30.99
<b>Percent of Budget for Administrative Salaries</b>	4.44	5.37

## Professional Development

The district is committed to providing comprehensive professional learning opportunities tailored to the needs of administrators, teachers, and support staff across all levels of the organization. These include well-structured programs such as the Beginning Teachers Support and Assessment (BTSA) Program for new educators, the Peer Assistance and Review (PAR) Program for veteran teachers, and ongoing leadership development for district and site administrators. Teachers benefit from specialized support through District Teachers on Special Assignment (TOSAs) and Digital Learning Coaches, ensuring access to expert guidance on curriculum, technology, and pedagogy.

Embedded within the instructional schedule, Wednesday afternoons are dedicated to site-based or district-based professional learning opportunities. These sessions focus on enhancing instructional strategies, integrating technology, fostering social-emotional learning (SEL), and addressing mental health practices.

### Focus Areas of Professional Development

Professional development initiatives align closely with district and site goals, emphasizing:

- **Instructional Strategies:** Professional learning in this area supports the implementation of research-based practices such as differentiated instruction, small group instruction, Universal Design for Learning (UDL), and culturally responsive teaching.
- **Technology Integration:** Training includes effective use of digital tools and platforms, such as learning management systems, educational apps, and data analytics tools, enabling teachers to create dynamic, technology-rich learning environments.
- **Social-Emotional Learning and Mental Health:** Workshops and training equip staff to integrate SEL into daily teaching and support student well-being through trauma-informed practices and restorative justice approaches.
- **Support for Special Populations:** Teachers participate in targeted professional development on strategies for English learners, students with disabilities, and gifted learners, ensuring equity in instruction and access to rigorous curriculum.
- **Data-Driven Decision Making:** Regular sessions on data literacy empower teachers and leaders to analyze student performance data effectively, identify achievement gaps, and implement targeted interventions.

### Frequency and Format

Professional development is delivered through a variety of formats to ensure accessibility and effectiveness, including:

## Professional Development

- **Weekly Collaboration:** Early release schedules on Wednesdays allows for consistent grade-level or subject-specific collaboration.
- **Dedicated Professional Development Days:** Five student-free days are strategically scheduled to deliver district-wide training on high-priority areas such as curriculum updates, instructional strategies, and data analysis.
- **Workshops and Conferences:** Staff have access to both virtual and in-person workshops, as well as opportunities to attend regional and national conferences to stay abreast of emerging educational trends.
- **Job-Embedded Coaching:** Teachers receive individualized support through in-class coaching, demonstration lessons, and teacher-principal meetings.
- **Peer Collaboration:** Structured opportunities for peer observations and team teaching foster a culture of shared learning and continuous improvement.

### Impact on Teaching Practices and Student Outcomes

The district's professional development model has significantly influenced teaching practices and student success:

- **Improved Instructional Quality:** Teachers report increased confidence in implementing differentiated instruction and UDL principles, leading to more engaging and accessible lessons for all students.
- **Enhanced Technology Use:** Professional learning on technology tools has allowed educators to personalize instruction and use data effectively to inform teaching.
- **Stronger Focus on SEL:** The integration of SEL strategies has contributed to improved classroom climates and stronger teacher-student relationships.
- **Achievement Gains for Special Populations:** Targeted training for English learners and students with disabilities has supported improved academic performance and inclusion in general education settings.
- **Collaborative Culture:** Weekly collaboration and peer learning opportunities have strengthened professional communities, promoting shared accountability for student outcomes.
- 

By aligning professional development initiatives with the district's strategic goals and leveraging a variety of delivery methods, the district ensures that all educators are equipped with the tools, knowledge, and skills needed to support student achievement and well-being.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	40	40	40