



Serving Grades  
Kindergarten through Six  
CDS: 36 67587 0109470

**District Administration**

Dr. Edwin Gomez  
Superintendent  
edwin\_gomez@aesd.net

Ajay Mohindra  
Chief Business Officer

Todd Beal  
Chief Personnel Officer

Dr. Amy Nguyen-  
Hernandez  
Chief Academic Officer

**Board of Education**

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Evelyn Glasper,  
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Adelanto, CA 92301  
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# Victoria Magathan Elementary School

11411 Holly Lane • Adelanto, CA 92301 • (760) 246-8872

## Adelanto Elementary School District

Sandra Loudermilk, Principal  
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### 2014-2015 School Accountability Report Card Published in the 2015-16 School Year

**SARC Information**

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- To view this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**District Vision & Mission Statement**

**Mission Statement**

To prepare every student to be successful in high school, in college, in career, and in the 21st century global community

**Vision Statement**

To be the High Desert's premier learning establishment where dreams are awakened, academic achievement soars, and integrity leads the way to future success

**District & School Profile (School Year 2015-16)**

The Adelanto Elementary School District is located in the City of Adelanto, a fast-growing community in Southern California, located approximately 35 miles south of Barstow.

A highly competent staff has established a close rapport with the students and community. Additionally, the school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base. In the 2006-07 school year Victoria Magathan Elementary School added dual language immersion for kindergarten classes.

**Enrollment By Ethnicity Or Student Group (School Year 2014-15)**

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	25.4%
American Indian or Alaska Native	0.3%
Asian	-
Filipino	0.2%
Hispanic or Latino	65.8%
Native Hawaiian or Pacific Islander	2.3%
White	4.0%
Two or More Races	2.1%
English Learners	28.1%
Socioeconomically Disadvantaged	96.0%
Students with Disabilities	12.4%
Foster Youth	2.6%

## School Enrollment & Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. More importantly, attendance is critical to academic achievement, and regular daily attendance is a priority at Adelanto Elementary School District. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the attendance clerk. Parents are informed of absences through phone calls and letters sent home. Students can attend Saturday School to make-up absences.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance or behavior problems in school, and when the normal avenues of classroom, school, and district counseling have proven to be ineffective. The SARB is composed of parents, representatives from the district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. The members of SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavioral problems.

The chart indicates the enrollment for the last three years.

### Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	88	104	111
1st	99	97	93
2nd	86	89	97
3rd	76	92	105
4th	85	72	89
5th	66	81	65
6th	78	72	79

## 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.

## Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

### NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	84.0%	16.0%
All Schools in District	95.7%	4.3%
High-Poverty Schools in District	95.7%	4.3%
Low-Poverty Schools in District	N/A	N/A

## Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

### Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	25	23	25	378
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	36

### Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	4	0	0
<b>Total Misassignments of Teachers</b>	<b>4</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	4	2	3

## Textbooks & Instructional Materials (School Year 2015-16)

Adelanto Elementary School District held a public hearing on October 6, 2015 and determined that each pupil in the district has a standards-aligned textbook or materials in the subject areas of language arts, math, science and social studies and the standards-aligned textbook/materials were provided to students within 24 months of the state adoption of social studies standards aligned materials, pursuant to the settlement of *Williams vs. The State of California*.

All students, including special education and English learner students, are provided their own individual textbooks in core subjects, as well as foreign language and health (as appropriate) for use in the classroom and to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The most recent textbooks adoptions are illustrated in the chart.

### School Facilities (School Year 2015-16)

Victoria Magathan Elementary School was constructed in 2005 and opened to students in the 2005-06 school year. The campus is comprised of eight permanent classrooms, twenty portable classrooms, a library, a staff room, a multi-purpose room, two playgrounds, and a computer lab.

#### Maintenance & Repair

Victoria Magathan Elementary provides a safe and clean environment for students, staff, and volunteers. The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. At the time of publication 100% of the restrooms at Victoria Magathan Elementary were in good working order. The chart displays the results of the most recent school facilities inspection.

#### Cleaning Process

The principal works daily with two full-time custodians to ensure classrooms, restrooms, and campus grounds are kept clean and safe.

## 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 predecessor the Standardized Testing and Reporting Program); 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.

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Series	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	McGraw-Hill	Maravillas	2014	Yes	0.0%
TK	English/ Language Arts	McGraw-Hill	Little Treasurers	2013	Yes	0.0%
K-5	Health	Harcourt	Health and Fitness	2005	Yes	0.0%
6th	Health	Holt	Decisions for Health	2005	Yes	0.0%
6th	History/Social Studies	McDougal Littell	Ancient Civilizations	2006	Yes	0.0%
TK	History/Social Studies	McGraw-Hill	Little Treasurers	2013	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	HSS for CA	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin Harcourt	Go Math	2014	Yes	0.0%
TK	Mathematics	McGraw-Hill	Little Treasurers	2013	Yes	0.0%
K-6	Science	Houghton Mifflin Harcourt	CA Science	2006	Yes	0.0%
TK	Science	McGraw-Hill	Little Treasurers	2013	Yes	0.0%

### School Facility Conditions

Date of Last Inspection: 01/14/2016

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			8 YÜWJYbWm' / 'FY a YXJU' Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			MPR- Nine light out in the ceiling (WO # 21414). 301 kindergarten- Velcro hook needed and need to remove extension cord with no ground plug (WO# 21140). 501- Power strip cord Velcro needed (WO# 21227).
Restrooms/Fountains	X			MPR Foyer- Girls restroom has bad vacuum breaker (WO# 21173). Main Playground- Drain clogged on two fountains (WO# 21418). Quad Area- One fountain does not work (WO# 21417). 401- Raise water fountain pressure (WO# 21149).
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			504- Student desk missing screw on the leg (WO# 21228). Main Playground- Wood chips need to be raked over fall zones (WO# 21418) and Asphalt needs repair (WO# 21419). Kindergarten Playground- Wood chips }^^á^áá [ Á,   á]A-æ  Á: [ }^A^Á (WO# 214201).

## California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	26	20	44
Mathematics (Grades 3-8 and 11)	17	11	33

### California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	107	103	96.3	57	19	18	4	103	96.3	53	34	11	1
Male	107	52	48.6	63	10	19	6	52	48.6	52	38	10	0
Female	107	51	47.7	51	29	18	2	51	47.7	55	29	12	2
Black or African American	107	22	20.6	73	5	23	0	21	19.6	76	14	10	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	107	67	62.6	51	24	18	6	68	63.6	46	41	10	1
Native Hawaiian or Other Pacific Islander	107	3	2.8	--	--	--	--	3	2.8	--	--	--	--
White	107	7	6.5	--	--	--	--	7	6.5	--	--	--	--
Two or More Races	107	1	0.9	--	--	--	--	1	0.9	--	--	--	--
Socioeconomically Disadvantaged	107	99	92.5	56	20	19	4	98	91.6	52	36	10	1
English Learners	107	30	28	57	27	10	3	30	28	50	40	10	0
Students with Disabilities	107	15	14	87	7	7	0	15	14	80	13	7	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 4**

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	87	87	100	51	25	14	10	87	100	46	29	18	7
Male	87	41	47.1	59	32	0	10	41	47.1	41	32	20	7
Female	87	46	52.9	43	20	26	11	46	52.9	50	26	17	7
Black or African American	87	18	20.7	44	33	11	11	18	20.7	33	44	22	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	87	57	65.5	51	26	14	9	57	65.5	47	28	16	9
Native Hawaiian or Other Pacific Islander	87	2	2.3	--	--	--	--	2	2.3	--	--	--	--
White	87	7	8	--	--	--	--	7	8	--	--	--	--
Two or More Races	87	2	2.3	--	--	--	--	2	2.3	--	--	--	--
Socioeconomically Disadvantaged	87	78	89.7	51	27	12	10	78	89.7	46	31	17	6
English Learners	87	21	24.1	57	29	10	5	21	24.1	57	19	19	5
Students with Disabilities	87	8	9.2	--	--	--	--	8	9.2	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	75	72	96	39	25	35	1	71	94.7	48	38	13	1
Male	75	38	50.7	47	21	32	0	38	50.7	55	34	8	3
Female	75	34	45.3	29	29	38	3	33	44	39	42	18	0
Black or African American	75	22	29.3	50	23	27	0	20	26.7	60	30	10	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	75	40	53.3	38	30	30	3	41	54.7	46	37	15	2
Native Hawaiian or Other Pacific Islander	75	3	4	--	--	--	--	3	4	--	--	--	--
White	75	3	4	--	--	--	--	3	4	--	--	--	--
Two or More Races	75	1	1.3	--	--	--	--	1	1.3	--	--	--	--
Socioeconomically Disadvantaged	75	70	93.3	40	23	36	1	69	92	49	36	13	1
English Learners	75	14	18.7	50	29	21	0	15	20	67	33	0	0
Students with Disabilities	75	7	9.3	--	--	--	--	7	9.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 6**

Student Groups	Total Enrollment	Number Tested	English-Language Arts						Mathematics					
			Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level				
				One	Two	Three	Four			One	Two	Three	Four	
All Students	76	75	98.7	39	39	19	4	75	98.7	43	39	12	7	
Male	76	36	47.4	44	44	8	3	36	47.4	47	36	8	8	
Female	76	39	51.3	33	33	28	5	39	51.3	38	41	15	5	
Black or African American	76	20	26.3	60	30	10	0	20	26.3	40	50	10	0	
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--	
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--	
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--	
Hispanic or Latino	76	46	60.5	35	43	15	7	46	60.5	50	28	13	9	
Native Hawaiian or Other Pacific Islander	76	1	1.3	--	--	--	--	1	1.3	--	--	--	--	
White	76	2	2.6	--	--	--	--	2	2.6	--	--	--	--	
Two or More Races	76	3	3.9	--	--	--	--	3	3.9	--	--	--	--	
Socioeconomically Disadvantaged	76	70	92.1	39	41	16	4	70	92.1	44	39	11	6	
English Learners	76	12	15.8	25	75	0	0	12	15.8	58	25	17	0	
Students with Disabilities	76	13	17.1	77	23	0	0	13	17.1	62	38	0	0	
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--	
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--	

**California Standards Test (CST)**

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**California Standards Test Percentage of Students Meeting or Exceeding State Standards**

Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	37	27	38	34	34	32	59	60	56

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

**California Standards Test Percentage of Students Meeting or Exceeding State Standards**

Subgroups	
Subject	Science
District	32
School	38
African American/Black	33
Hispanic or Latino	35
Males	44
Females	31
Socioeconomically Disadvantaged	37
English Learners	8

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### Physical Fitness (School Year 2014-15)

In the spring of each year, Adelanto Elementary School District is required by the state to administer a physical fitness test to all students in grades five and seven. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

#### Percentage of Students in Healthy Fitness Zone

2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.7%	13.6%	22.7%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## 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 school site.

### Parent & Community Involvement (School Year 2014-15)

Parents and the community are very supportive of the educational program at Victoria Magathan Elementary. Parents are very active at the school site, participating in the Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council, and Dual Language Forum. Parents may also volunteer on campus and participate in the Coffee with the Principal events. Magathan Elementary also organizes four family nights per year: a reading fair, a science fair, a family math night and an international fair. Parents are kept informed of school activities through the monthly principal newsletters, flyers sent home, and phone calls.

Victoria Magathan Elementary has local community partnerships with multiple businesses, including the Adelanto Rotary Club and Horace Mann Insurance, who help provide student incentive awards.

## Contact Information

Parents who wish to participate in Victoria Magathan Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the main office at (760) 246-8872.

## 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.

### Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Victoria Magathan Elementary School's discipline program. School rules and policies are distributed to parents and students at the beginning of the school year in the handbooks provided by the district, parental compacts signed at the beginning of the year, and at a beginning-of-the-year discipline assembly. School rules and policies are reviewed throughout the year through the Principal's Monthly Newsletter, flyers to parents, Coffee with the Principal, and at assemblies.

Positive Behavioral Interventions and Supports (PBIS) is a system that promotes positive behaviors school wide. We have a PBIS team in place that will work with our Safe School Ambassadors and staff to create a positive climate school wide. We focus on three basic expectations which are: Be safe, be responsible, and be respectful. Students are explicitly taught behavior expectations in all areas of the school.

The table illustrates the suspension and expulsion rates for the last three years.

#### Suspensions & Expulsions

	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	2.6%	6.6%	5.4%	0.0%	0.0%	0.0%
District	5.7%	4.1%	4.7%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

### Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern at Victoria Magathan Elementary School. The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe drop-off and pickup from school, sexual harassment policy, and dress code policy. Victoria Magathan Elementary School reviews the plan annually and updates it as needed. The plan was last reviewed and updated in December 2015. A copy of the safety plan is available to the public at the school office.

Fire drills are conducted on a monthly basis while earthquake and intruder drills are conducted three times a year. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

To ensure student safety, educational aides and the principal supervise students at all times before, during, and after school. The designated area for student drop off and pick up is at the front of the school.

While Victoria Magathan Elementary welcomes visitors to the campus, it is a closed campus and appointments should be made with the principal for in-class observations. All visitors must sign in at the office, obtain a visitor's badge, and sign out upon leaving.

## 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.

### Adequate Yearly Progress (AYP) (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes
Met AYP Criteria	N/A	N/A	N/A	N/A	N/A	N/A

### Federal Intervention Program (School Year 2015-16)

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes, providing technical assistance and coaching for staff, additional tutoring and interventions for students, and transporting students requesting transfers to other schools within the district.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2006-2007
Year in PI (2015-16)	Year 4	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	53.8%

### Library & Computer Resources

The school's library contains a wide selection of books, videos, periodicals, and materials. The library also contains selections in Spanish. The library is staffed by a librarian. Students visit the library on a weekly basis with their classes and are encouraged to visit after school.

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Victoria Magathan Elementary School has a computer lab that contains 30 computers. The school also has three carts containing 30 laptops each and 7 Chromebook carts, which are available for teachers to check out for classroom use. In addition to the computer lab, each classroom contains at least three Internet-connected computer. Each classroom also has an ELMO document camera. Students receive software training in Accelerated Reader, STAR Reader, STAR Math, Reading A-Z, IXL Math, Lexia Core 5, Pipo (dual immersion program) and other instructional programs.



## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	26	21	26	1	2	-	3	4	5	-	-	-
1	30	28	24	-	-	1	2	3	2	-	-	-
2	31	26	26	-	-	-	2	3	3	-	-	-
3	31	24	27	-	-	-	1	3	4	-	-	-
4	31	30	28	-	-	-	2	3	3	-	-	-
5	30	33	29	-	-	-	2	1	2	-	1	-
6	31	23	23	-	1	2	2	2	2	1	1	-
Other	17	-	17	1	-	1	-	-	-	-	-	-

## Counseling & Support Staff (School Year 2014-15)

It is the goal of Adelanto Elementary School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Desert Mountain SELPA has partnered with the district to ensure that counseling services are available to students.

An active Student Advocacy Team (SAT) meets regularly to address issues that affect the ability of a student to achieve in school. Using a collaborative approach, members of the SAT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. *The school does not have an academic counselor.* The chart indicates the support staff available to assist all students at Victoria Magathan Elementary.

Note: 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.

Victoria Magathan Elementary School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). Students identified as "at-risk" may receive additional assistance from their classroom teacher.

Two Resource Specialist Program (RSP) teachers assist students through RSP intervention groups. Two Special Day Classes (SDC) are available for students with mild to moderate learning disabilities and severe handicapping conditions. One class is for K-3 students, while the other is for students in grades 4-6.

Victoria Magathan Elementary provides English Learner (EL) students with 30 minutes of instruction each day using Rigby curriculum.

Victoria Magathan Elementary School also offers a Gifted and Talented Education (GATE) program to students who qualify. GATE students received in-class differentiated instruction.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Health Clerk	1	0.5
Librarian	1	1.0
Paraprofessionals	11	6.5
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	2	1.5
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	1.0

## Additional Internet Access & Public Libraries

In addition to the computers available at the school, students have access to the Internet and computers at the San Bernardino County Library branches located in the cities of Adelanto and Victorville. For branch locations, hours of operation, and other information please visit the San Bernardino County Library web site: [www.sbcounty.gov/library/home](http://www.sbcounty.gov/library/home).

## Extracurricular Activities & Student Recognition

Students are encouraged to participate in extracurricular activities, which are an integral part of the educational program and promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Victoria Magathan Elementary offers students the chance to participate in the following programs:

- Think Together
- Field Trips
- Daily GATE enrichment
- Web-based learning programs
- Lexia Core 5
- IXL
- Raz Kids
- Learning A to Z

Victoria Magathan Elementary School has several student recognition programs that contribute to the positive environment of the school, including "Terrific Tickets" where students are rewarded with tickets which are entered into a weekly drawing for prizes such as small toys, books, and folders.

Additional recognition programs include: Student of the Month, Academic Achievement, Citizenship, Attendance, Most Improved, Spirit Days, and Accelerated Reader Awards. Students are recognized monthly for their attendance with such incentives as new pencils and extra recess time. Students are recognized in three awards assemblies held during the year. Trophies are awarded at the end of the year for students with perfect attendance. The school also informs parents of their child's achievements through post cards and phone calls home.

## Professional Development

The district has not offered any staff development days for the past three years. Teachers can participate in professional development activities after school that the district will pay them to attend. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) support provider and/or the Peer Assistance and Review (PAR) Program.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

## School Site Teacher Salaries (Fiscal Year 2013-14)

The average teacher salaries table illustrates the average teacher salary at the school and compares it to district and state levels.

Average Teacher Salaries	
School & District	
School	\$64,161
District	\$64,161
Percentage of Variation	-0%
School & State	
All Elementary School Districts	\$72,993
Percentage of Variation	-12.1%

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

The average salary table displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's web site [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$39,386	\$43,091
Mid-Range Teachers	\$62,542	\$70,247
Highest Teachers	\$93,436	\$89,152
Elementary School Principals	\$142,878	\$112,492
Middle School Principals	\$148,971	\$116,021
High School Principals	-	\$117,511
Superintendent	\$188,008	\$192,072
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	41.0%
Administrative Salaries	8.0%	6.0%

## District Expenditures (Fiscal Year 2013-14)

The figures shown in the Expenditures per Pupil table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,729
From Supplemental/Restricted Sources	\$943
From Basic/Unrestricted Sources	\$3,785
District	
From Basic/Unrestricted Sources	\$5,105
Percentage of Variation between School & District	-25.9%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-29.2%

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <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 <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: <http://www.ed-data.org>.

## District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, the district receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Instructional Materials
- Federal, Special Education, Discretionary Grants
- Gifted & Talented Pupils
- School Improvement Program
- Staff Development
- Federal, Special Education, Entitlement per UDC
- Drug/Alcohol/Tobacco Funds
- Home-to-School Transportation
- Special Education Transportation