

El Monte Middle School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

School Name	El Monte Middle School
Street	42111 Rd 128
City, State, Zip	Orosi, CA 93647
Phone Number	559-528-3017
Principal	Mrs. Sunsie Tumacder
Email Address	sutumacder@cojusd.org
School Website	http://elm.cojusd.org/
County-District-School (CDS) Code	54718606118111

2021-22 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojusd.org
District Website Address	www.cojusd.org

2021-22 School Overview

El Monte Middle School is in Orosi, California, and is nestled near the base of the Sequoia National Park and Kings Canyon National Park. The El Monte Middle School campus covers over one million square feet of classrooms, soccer fields, baseball and softball fields. El Monte Middle School is home to approximately 942 students in grades 6, 7, and 8. The staff at El Monte is committed to meeting the instructional, social-emotional, and behavior needs of every student via research-informed best practices, high-quality instructional strategies, online educational programs, and traditional instructional classroom environments. Teachers embrace this commitment by providing the GIFT: Great Instruction the First Time. All departments engage in weekly data analysis where students' academic growth is monitored and instructional planning takes place. Our goal is to increase reading comprehension and provide instruction that truly meets the needs of all students. El Monte Middle School continues to have high expectations for students by providing high-quality instruction, setting grade level performance expectations, and by enforcing school-wide eligibility for extracurricular events. We will continue to promote high academic expectations and offer incentives for students who meet eligibility. By providing incentives for all students, all students have an opportunity to participate in an extra or co-curricular activity that extends beyond the classroom. El Monte Middle School's motto "Lobos LEAD" is a constant reminder to Lead, Engage, Accept Everyone and be Dependable. Our forward-thinking team of educators understand that this belief begins with us.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	339
Grade 7	322
Grade 8	231
Total Enrollment	892

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	0.2
Black or African American	0.1
Filipino	3
Hispanic or Latino	95.5
White	0.9
English Learners	29.6
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	95.7
Students with Disabilities	8.1

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: California Collections and online; Close Reader Consumables	Yes	0
Mathematics	OER "Illustrative Math": Blended and Distance learning program online	Yes	0
Science	Stanford NGSS Integrated Curriculum: An Exploration of a Multidimensional World	Yes	0
History-Social Science	Pearson- My World INTERACTIVE California World History: Ancient Civilizations and student Consumables Pearson- My World INTERACTIVE California World History: Medieval and Early Modern Times and student Consumables Pearson- My World INTERACTIVE California World History: Growth and Conflict	Yes	0
Foreign Language	Pearson- Spanish 1: Avancemos 1, Realidades 1, also student consumable workbooks Pearson- Spanish 2: Realidades 2, also student consumable workbooks	Yes	0

School Facility Conditions and Planned Improvements

At El Monte Middle School, we strive to provide students with a school environment that is safe, clean, and well-maintained. El Monte currently has four campus security personnel who provide supervision throughout the day. In addition, it is an expectation that teachers provide additional supervision during passing period. Campus custodians work diligently to ensure facilities are clean and in good repair. At El Monte Middle School, we understand that the condition of our school facilities directly affects the culture and climate of our campus. Facilities are regularly inspected to guarantee that the cleanliness and overall functionality are exemplary. Alarm systems are updated and regularly checked. Each classroom has been equipped with a projector, document camera, and a voice amplifier system.

Year and month of the most recent FIT report 11/12/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: 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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	887	857	96.62	3.38	29.79
Female	432	420	97.22	2.78	35.97
Male	455	437	96.04	3.96	23.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	27	26	96.3	3.7	38.46
Hispanic or Latino	849	820	96.58	3.42	29.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	261	254	97.32	2.68	1.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	847	819	96.69	3.31	29.08
Students Receiving Migrant Education Services	24	24	100	0	8.33
Students with Disabilities	76	70	92.11	7.89	2.99

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	887	843	95.04	4.96	12.05
Female	432	414	95.83	4.17	12.38
Male	455	429	94.29	5.71	11.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	27	27	100.00	0.00	22.22
Hispanic or Latino	849	805	94.82	5.18	11.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	261	249	95.40	4.60	0.40
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	847	805	95.04	4.96	11.74
Students Receiving Migrant Education Services	24	24	100.00	0.00	4.17
Students with Disabilities	76	67	88.16	11.84	1.52

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	NT	NT	NT	NT
Female	111	NT	NT		
Male	123	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	222	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	66	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	17	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents and families of El Monte students are welcomed and encouraged to participate in school functions. With the continued pandemic and COVID-19 guidelines continuously evolving, El Monte has established procedures that support the latest safety guidelines. Current parental involvement on campus continues to be limited, however, when applicable, opportunities are being provided in person and/or via online platforms (ZOOM). English Learner Advisory Committee (ELAC), Student Site Council (SSC) committee, Parent Training Programs (Parenting Partners), Pathways, and Academy Informational Meetings are some of the current opportunities for parents to stay involved. In the ELAC committee parents assist in the decision-making of the academic opportunities that best support the needs of English Language Learners. This committee, like SSC, meets to hear about the District's and schools' plans as well as to work in partnership with the school when planning school-wide events and initiatives to support the educational experience for all students. The school's SSC committee similarly directs its efforts to the entirety of the school. Like the ELAC team, SSC utilizes parent input to make decisions that directly impact students at the school. Other opportunities for parental involvement are provided through student programs such as Rural Education for Americans Project (REAP) and elective classes where parents participate in parent meetings, parent training, and/or other events that further support their student's academic endeavors. Finally, parent conferences and back-to-school nights also provide parents additional opportunities to stay engaged with the school and their child's education. Parents can communicate with teachers through the Remind app and are invited into the Google Classroom.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	905	902	105	11.6
Female	441	439	43	9.8
Male	464	463	62	13.4
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	1	50.0
Black or African American	1	1	0	0.0
Filipino	27	27	2	7.4
Hispanic or Latino	865	863	101	11.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	9	8	0	0.0
English Learners	315	314	58	18.5
Foster Youth	3	3	1	33.3
Homeless	10	10	1	10.0
Socioeconomically Disadvantaged	869	867	104	12.0
Students Receiving Migrant Education Services	36	36	8	22.2
Students with Disabilities	81	81	22	27.2

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	10.65	0.11	5.86	0.10	3.47	0.20
Expulsions	0.78	0.00	0.44	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.53	4.50	2.45
Expulsions	0.11	0.07	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.11	0.00
Female	0.00	0.00
Male	0.22	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	0.12	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		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Safety Plan

Student and staff safety is of the highest priority at El Monte Middle School. One of the ways that the school ensures safety for all students and staff is by having a comprehensive safety plan, Safety Goals and Objectives, that is reviewed by the Cutler-Orosi Safety Committee twice per year; however, the plan is revisited throughout the year if incidents arise District-Wide in order to be proactive. Yearly, all staff is provided safety training and every staff member is required to take part in an online safety program to ensure that safety expectations are met.

The El Monte Middle School goals are as follows for the 2021-2022 school year:

Goal #1- El Monte Middle School will increase its attendance rate to 95%. In an effort to reach this goal, the school is providing incentives through PBIS (Positive Behavior Interventions and Supports) for rewards, such as an end-of-year field trip for students meeting 98% rate, and by having funding for Saturday School. The school's attendance clerk also communicates with all parents whose child is not meeting the attendance goal. A school-wide eligibility report is ran bi-weekly through Aeries Student Information System, with student/parent letters provided to students who are under 95% attendance rate. Through the use of the SSICA application, student IDs will be scanned at extra-curricular activities to determine student eligibility at school functions.

Goal #2- El Monte Middle School will lower the number of suspensions by 50% when compared to the 2018-2019 school year (2018-2019 data used due to facility closures due to the pandemic). This goal will be accomplished at El Monte by having monthly site meetings to review/analyze data and determine alternatives to suspensions based on needs. The school site council and district stakeholders also agreed to pay for additional campus security personnel to manage the after-school behavior detention.

The aforementioned goals were last reviewed and updated in June 2021. All goals were presented and approved by the school's SSC and ELAC committee along with the District Board.

El Monte is committed to increase social-emotional awareness via the Second Step Curriculum by 50% (pre/post measurement). Now that students have returned to campus, we recognize and have updated our current systems to support the social-emotional needs of our students. Students participate in weekly Second Step lessons through their homeroom class focusing on social-emotional skills. Students are taught skills to help transform their lives by using relatable situations and coping skills to change their mindset. Students are also able to connect with our psychologist and social worker for any mental health services. In addition, we have added a Learning Loss Counselor, a Learning Loss Learning Director and a new Student Advocate that will monitor and work to mitigate learning loss.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	21	
Mathematics	26	2	22	
Science	25	6	20	
Social Science	24	4	22	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	4	18	4
Mathematics	32	3	13	5
Science	25	6	15	
Social Science	28		19	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	22	
Mathematics	24	10	13	
Science	28		20	
Social Science	26	4	17	

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
School Site	\$9,063.69	\$1,442.80	\$7,620.90	\$64,326.00
District	N/A	N/A	\$8,371.02	\$76,351
Percent Difference - School Site and District	N/A	N/A	-9.4	-15.4
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-10.2	-16.3

2020-21 Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after school tutorials, instructional aides, AVID program)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies

Non Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds is comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
Beginning Teacher Salary	\$51,087	\$48,119
Mid-Range Teacher Salary	\$74,697	\$74,665
Highest Teacher Salary	\$97,672	\$98,160
Average Principal Salary (Elementary)	\$125,713	\$118,542
Average Principal Salary (Middle)	\$131,530	\$125,068
Average Principal Salary (High)	\$146,392	\$133,516
Superintendent Salary	\$218,317	\$194,199
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Professional Learning

El Monte Middle School provides teachers with monthly professional learning opportunities. Professional learning is delivered by site administration and the site instructional coaches and leads. At these monthly trainings, teachers are provided with 1 hour of learning, followed by an hour of application of the skills taught. This application time is comprised of teachers unpacking standards, developing learning and language targets, reassessing their pacing while collaborating with other teachers to meet the needs of our students. These learning opportunities are planned and determined based on assessment data that teachers analyze weekly through a learning log. Professional learning is supported by daily classroom visits by site administration to determine if the skill set learned is being utilized to its fullest intent. More so, professional learning communities are centered around the new learning and foster an environment where colleagues hold each other accountable for applying new knowledge. Teachers are supported through the implementation of the professional learning they receive through coaching cycles with our academic coach and feedback provided by administration. As El Monte continues to focus on serving the whole student, some departments are involved in book studies that support the effect size of the strategies we are implementing on a daily basis.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Cutler-Orosi Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Cutler-Orosi Joint Unified School District
Phone Number	559-528-4763
Superintendent	Yolanda Valdez
Email Address	yvaldez@cojUSD.org
District Website Address	www.cojUSD.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2105	2029	96.39	3.61	32.56
Female	1037	1005	96.91	3.09	37.03
Male	1068	1024	95.88	4.12	28.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	67	64	95.52	4.48	48.44
Hispanic or Latino	2010	1938	96.42	3.58	32.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	22.22
English Learners	718	697	97.08	2.92	6.66
Foster Youth	12	12	100.00	0.00	25.00
Homeless	56	50	89.29	10.71	28.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	2001	1932	96.55	3.45	31.75
Students Receiving Migrant Education Services	54	53	98.15	1.85	15.09
Students with Disabilities	170	158	92.94	7.06	2.58

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2105	2009	95.44	4.56	14.99
Female	1037	998	96.24	3.76	13.77
Male	1068	1011	94.66	5.34	16.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	67	65	97.01	2.99	32.31
Hispanic or Latino	2010	1917	95.37	4.63	14.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	18	94.74		11.11
English Learners	718	687	95.68	4.32	2.63
Foster Youth	12	12	100.00	0.00	0.00
Homeless	56	52	92.86	7.14	19.23
Military	--	--	--	--	--
Socioeconomically Disadvantaged	2001	1912	95.55	4.45	14.23
Students Receiving Migrant Education Services	54	54	100.00	0.00	9.26
Students with Disabilities	170	155	91.18	8.82	0.65

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.