

# El Monte Middle School

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

### 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.



### Michelle Kettle

Principal, El Monte Middle School

#### About Our School

My main goal is to ensure that every student is provided the highest quality of education possible in a safe and supportive learning environment. Working together as a team with our staff and parents, I am committed to helping each student achieve their very best. Every student is valued and worthy of our best effort.

In order to accomplish this goal, I have developed over the years a philosophical phrase: The 4 A's to Success. These are: Attendance, Attitude, Academics, and Activities. I will be spending a considerable amount of time discussing and implementing these concepts into what we are already doing at El Monte Middle School. I sincerely believe that by following these basic ideas embedded in these four concepts, our students will become well-rounded individuals and ready for the next phase, which is high school. When we, as adults and role models, also follow these concepts, our students will better see the value of these concepts.

I am very passionate about the middle school years. Most of my teaching and administrative years have been working with students and staff of this age group. This is an important and critical time of transition – moving from the elementary experience and preparing for the bigger challenge of high school. What happens during these few short years will have a lasting impression on their development and growth.

I hope each of you have been enjoying these past few weeks of summer, and now looking forward to a great school year. The year will be busy, exciting, and hopefully very rewarding for each student. We want you to join us in making this the very best experience for your children.

#### Contact

El Monte Middle School  
42111 Road 128  
Orosi, CA 93647-9749

Phone: 559-528-3017  
E-mail: [mikettle@cojusd.org](mailto:mikettle@cojusd.org)



## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Cutler-Orosi Joint Unified
<b>Phone Number</b>	(559) 528-4763
<b>Superintendent</b>	Yolanda Valdez
<b>E-mail Address</b>	<a href="mailto:yvaldez@cojUSD.org">yvaldez@cojUSD.org</a>
<b>Web Site</b>	<a href="http://www.cojUSD.org">http://www.cojUSD.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	El Monte Middle School
<b>Street</b>	42111 Road 128
<b>City, State, Zip</b>	Orosi, Ca, 93647-9749
<b>Phone Number</b>	559-528-3017
<b>Principal</b>	Michelle Kettle
<b>E-mail Address</b>	<a href="mailto:mikettle@cojUSD.org">mikettle@cojUSD.org</a>
<b>Web Site</b>	<a href="http://elm.cojUSD.org/">http://elm.cojUSD.org/</a>
<b>County-District-School (CDS) Code</b>	54718606118111

*Last updated: 1/26/2017*

### School Description and Mission Statement (School Year 2016-17)

El Monte Middle School is in the Cutler-Orosi Joint Unified School District. El Monte has approximately 935 6th -8th students, 48 certificated staff members and 27 classified staff members. The staff at El Monte works diligently to constantly improve the educational experience for all students. The goal for the 2016-17 school years is to increase student achievement in ELA and Math sufficiently to meet 2017 local assessment growth targets for school wide and numerically significant subgroups.

The Mission of the school is: Educating Minds, Inspiring Futures

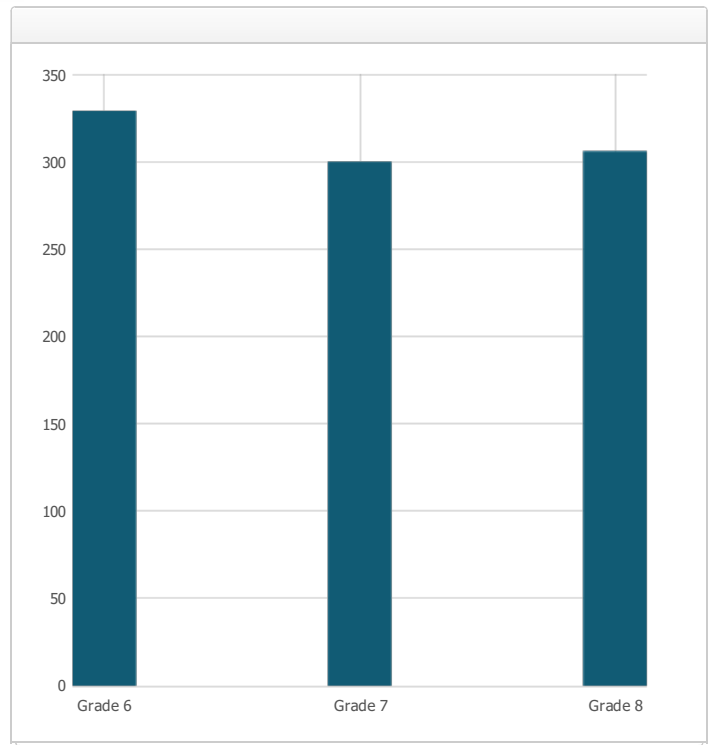
The Vision of the school is: All students will be college and career ready and prepared to compete in a global economy.

The school is aligned with the district's goals. Goal 1: Achieve academic excellence and meet the needs of all students in a safe and supportive environment. Goal 2: Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement. Goal 3: Create efficient and effective systems that are innovative, accountable and proactive.

*Last updated: 11/29/2016*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 6	329
Grade 7	300
Grade 8	306
<b>Total Enrollment</b>	<b>934</b>



Last updated: 11/29/2016

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	%
Filipino	2.2 %
Hispanic or Latino	95.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.1 %
Two or More Races	0.1 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.7 %
English Learners	41.8 %
Students with Disabilities	5.7 %
Foster Youth	0.4 %

Last updated: 11/29/2016

## A. Conditions of Learning

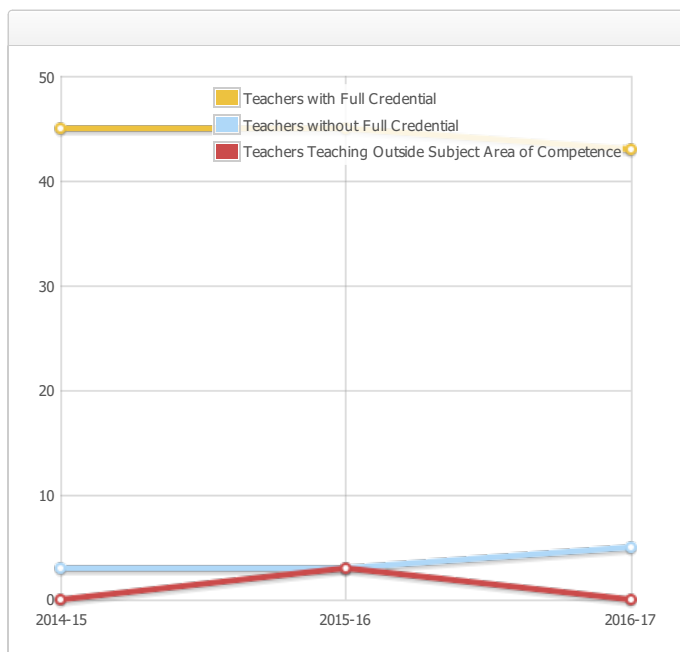
### State Priority: Basic

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

#### Teacher Credentials

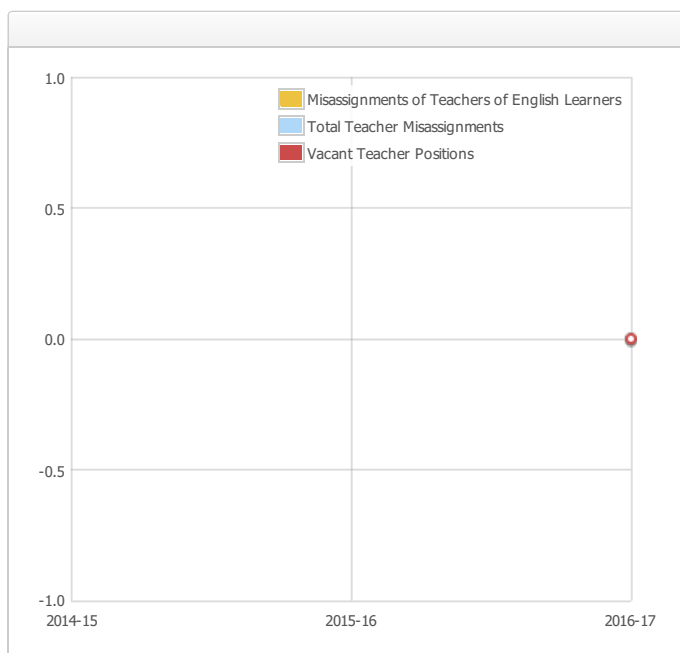
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	45	45	43	181
Without Full Credential	3	3	5	23
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	3	0	0



Last updated: 1/23/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 11/29/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	86.0%	14.0%
All Schools in District	90.0%	10.0%
High-Poverty Schools in District	90.0%	10.0%
Low-Poverty Schools in District	0.0%	0.0%

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

*Last updated: 1/23/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Collections	Yes	0.0 %
Mathematics	Carnegie Learning MATH series - Course 1/Volume 1 & 2 Carnegie Learning - MATH Series; Course 2 - Volume 1 & 2 Carnegie Learning MATH Series - Course 3 / Volume 1 & 2 Teacher Created Units of Study	Yes	0.0 %
Science	Glencoe Focus on Earth Science (CA) Glencoe Focus on Life Science (CA) Glencoe Focus on Physical Science (CA)	Yes	0.0 %
History-Social Science	Holt, Rinehart & Winston Ancient Civilizations (CA) Holt, Rinehart & Winston Medieval to Early Modern Times (CA) Holt, Rinehart & Winston United States History Independence to 1914 (CA)	Yes	0.0 %
Foreign Language	McDougal Littell Dime 1	Yes	0.0 %
Health	Not Applicable		0.0 %
Visual and Performing Arts	Not Applicable		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/25/2017*

## School Facility Conditions and Planned Improvements

At El Monte Middle, we strive to upkeep a school environment that is safe, clean, and orderly for our students. Our custodial staff maintains a clean and safe school environment for our students to enjoy. El Monte has three campus security persons. Campus security provide supervision throughout the day while teachers stand at their doors during passing period. El Monte also has a full-time attendance officer assigned to the sixth, seventh and eighth grade areas every day of the week. A diligent effort is made to ensure that El Monte School is neat, clean and in good repair. The appearance of our school directly affects the output of students, teachers, and other staff. The staff, students, and community takes pride in our school.

Many improvements have recently been made to our campus. Within the last few years, El Monte has acquired a new library, and gymnasium capable of housing up to 3000 students for assemblies. We have also attained 10 new classrooms and a bathroom facility that will aid our campus and students for years to come. Alarm systems are updated and regularly checked. Each classroom has been equipped with a projector, document camera, and a Redcat speaker/microphone. El Monte has a new shade cover eating area by the cafeteria to provide our students with outdoor eating option. The east wall/fence that leads into the parking lot will be cinder blocked. New signage and banners have been placed around our campus to enhance the appearance as well.

*Last updated: 1/26/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

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

## Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Exemplary
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*Last updated: 1/26/2017*

## 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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	20.0%	25.0%	23.0%	28.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	14.0%	22.0%	17.0%	26.0%	33.0%	37.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 11/29/2016*



**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	329	329	100.0%	31.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

*Last updated: 11/29/2016*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	319	310	97.2%	20.3%
Male	157	150	95.5%	16.7%
Female	162	160	98.8%	23.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	304	297	97.7%	19.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	302	296	98.0%	21.0%
English Learners	135	129	95.6%	0.8%
Students with Disabilities	22	22	100.0%	9.1%
Students Receiving Migrant Education Services	26	24	92.3%	16.7%
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

*Last updated: 1/24/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	306	300	98.0%	25.0%
Male	148	145	98.0%	15.2%
Female	158	155	98.1%	34.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.0%	54.6%
Hispanic or Latino	285	279	97.9%	24.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	289	284	98.3%	23.9%
English Learners	118	112	94.9%	3.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	18	18	100.0%	27.8%
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

*Last updated: 1/24/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	303	300	99.0%	19.0%
Male	161	159	98.8%	18.2%
Female	142	141	99.3%	19.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.0%	53.9%
Hispanic or Latino	288	285	99.0%	17.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	285	282	99.0%	19.5%
English Learners	142	140	98.6%	5.7%
Students with Disabilities	16	15	93.8%	--
Students Receiving Migrant Education Services	15	15	100.0%	26.7%
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

*Last updated: 1/24/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	319	314	98.4%	13.4%
Male	157	152	96.8%	11.8%
Female	162	162	100.0%	14.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	304	301	99.0%	13.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	302	299	99.0%	13.7%
English Learners	135	133	98.5%	0.8%
Students with Disabilities	22	22	100.0%	9.1%
Students Receiving Migrant Education Services	26	25	96.2%	8.0%
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

*Last updated: 1/24/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	306	305	99.7%	34.4%
Male	148	148	100.0%	31.1%
Female	158	157	99.4%	37.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.0%	63.6%
Hispanic or Latino	285	284	99.7%	33.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	289	288	99.7%	33.7%
English Learners	118	117	99.2%	12.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	18	18	100.0%	27.8%
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

*Last updated: 1/24/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	50.0%	59.0%	54.0%	40.0%	40.0%	40.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/24/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	307	305	99.4%	53.8%
Male	148	148	100.0%	55.4%
Female	159	157	98.7%	52.2%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	11	11	100.0%	90.9%
Hispanic or Latino	286	284	99.3%	52.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	290	288	99.3%	53.5%
English Learners	119	117	98.3%	21.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	18	18	100.0%	66.7%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/24/2017*

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.5%	28.1%	20.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/24/2017*



## 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 for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2016-17)

#### Part I. GENERAL EXPECTATIONS

El Monte Middle School agrees to implement the following:

The school will host monthly parent education evenings designed to support parents with understanding school procedures. The focus of the parent education plan is to provide a bridge that connects parents and the school. The goal is to create parent scholars of our educational process.

- The school will notify parents about parent evenings by posting it on the web page calendar, sending home invitations, and automated phone calls.
- The school will track parent attendance and share their results on a monthly basis.
- Parent education evenings will be interactive and create opportunities for parents to work with school personnel and other parents to build their capacity on school procedures.

Parent scholar means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- A. That parents play an integral role in assisting their child's learning;
- B. That parents are encouraged to be actively involved in their child's education at school;
- C. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- D. The carrying out of other activities that serve to increase parent involvement.

#### Part II. Implementation of the Parent Education Plan

1. El Monte Middle School will host monthly parent evenings to build every parent's capacity on the educational process. The following evenings have been established:

- 1/31 - 4/8 - Parent Institute of Quality Education Classes (Every Tuesday)
- 1/31 - PBIS Parent Training
- 2/28 - Step-Up Technology Resources
- 4/25 - CAASPP Testing Information
- 5/9 - 8th Grade Promotion Requirements & 6th/7th Grade Student Success Strategies

2. Parents will complete an annual input survey to determine future parent education evenings.

For more information on parent involvement opportunities, you may contact the school at 559-528-3017.

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

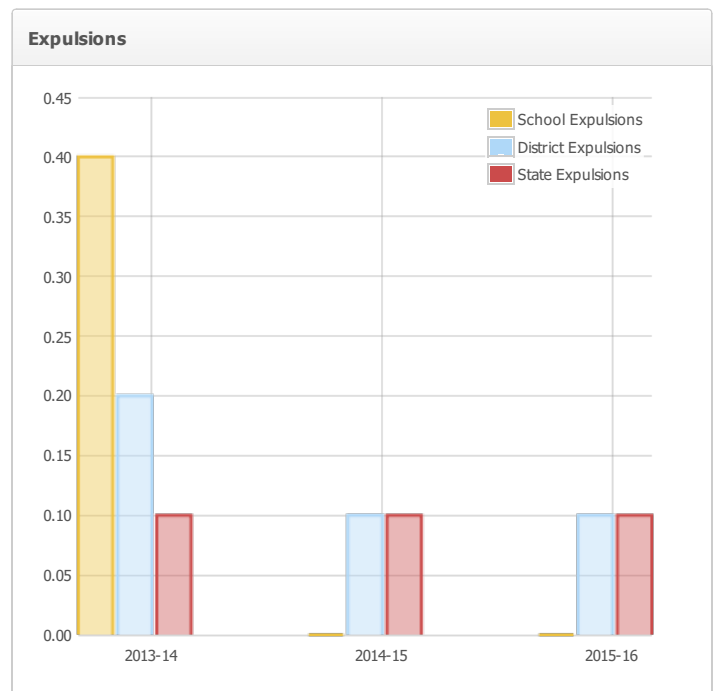
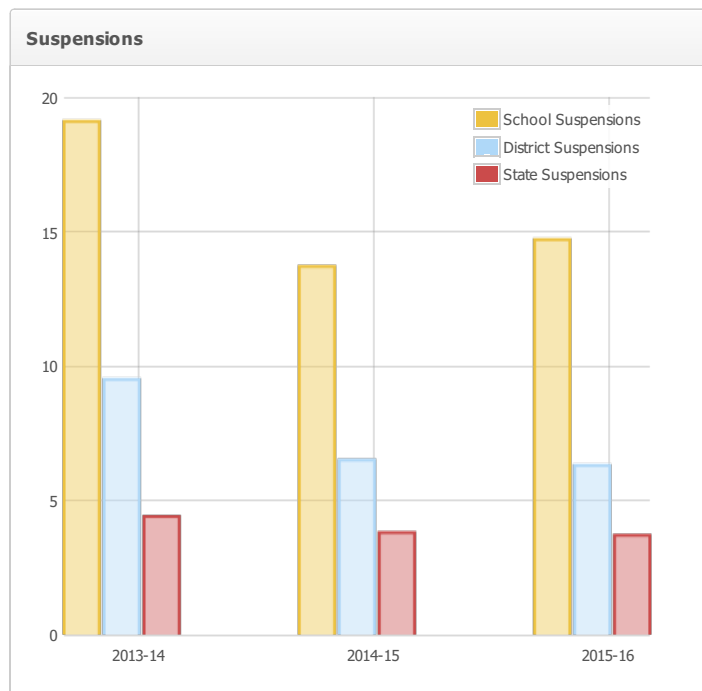
# State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	19.1	13.7	14.7	9.5	6.5	6.3	4.4	3.8	3.7
Expulsions	0.4	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1



Last updated: 1/24/2017

## School Safety Plan (School Year 2016-17)

Your child's safety is important to us at El Monte Middle School. We believe that nothing should get in the way of the academic progress of our students, which is why it is important that our students feel safe. El Monte School continues to provide a safe environment for student learning. Teachers stress safety daily with their students and closely monitor all activities with safety in mind. We implement PBIS (Positive Behavior Intervention Support) at our school. We emphasize positive reinforcement and good choices. The District's dress code is strictly enforced, reducing gang apparel on campus. The School works closely with both Tulare County Sheriff and Tulare County Probation departments in monitoring gang activity in the School and community as well as providing Gang Resistance Education And Training (GREAT) instruction to all 6th grade students. Additionally, Parents and Staff have been trained in gang awareness through workshops and seminars. Emergency response procedures have been discussed and key personnel have been identified and trained in the event emergency procedures are required.

Last updated: 1/26/2017

## **D. Other SARC Information**

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	54	1	0	21.0	26	12	0	20.0	22	21	0
Mathematics	19.0	39	0	0	22.0	12	15	0	24.2	7	31	0
Science	20.0	33	1	0	20.0	22	17	0	25.8	5	31	0
Social Science	19.0	35	0	0	22.0	17	12	0	21.7	21	21	0

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

Last updated: 1/23/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	450.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\*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.

Last updated: 11/29/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6679.4	\$1547.7	\$5131.7	\$59131.0
District	N/A	N/A	\$6695.8	\$64165.4
Percent Difference – School Site and District	--	--	30.5%	8.5%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	10.6%	22.7%

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

Last updated: 1/9/2017

**Types of Services Funded (Fiscal Year 2015-16)**

El Monte School provides special programs to meet the needs of students with exceptional needs including students with learning disabilities, gifted students, and migrant children. Also, a comprehensive program is provided for those students that are Limited English Proficient (LEP). This program is outlined in the District's Master Plan for Language Minority Students. El Monte School complies with all State and Federal Regulations to ensure equal access to instructional programs regardless of gender, ethnicity, or disability. The School Library has been expanded to promote the Accelerated Reader Program along with adding computers needed for this program. Students who need extra tutoring or homework help can participate in our after school tutoring program. El Monte also has implemented a weekly Response to Intervention (RTI) to encourage students to pass their assessments.

**Title I**

Personnel: Two Academic Coaches, One Technology Coach  
 Supplemental Instructional Materials  
 Staff Development  
 Instructional Equipment

**Economic Impact Aide (EIA)/Limited English Proficient (LEP)**

Personnel: Classroom Instructional Aide  
 Supplemental Instructional Materials  
 Staff Development  
 Instructional Equipment

**Title III**

Instructional Equipment  
 Instructional Supplies  
 Professional Development

**LCAP**

Personnel: 15 Full Time Educators  
 Supplemental Instructional Materials  
 Professional Development

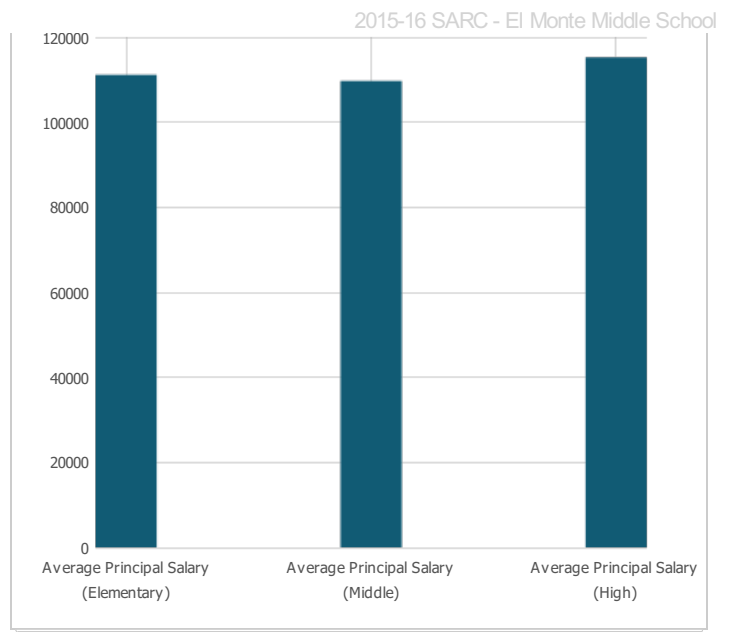
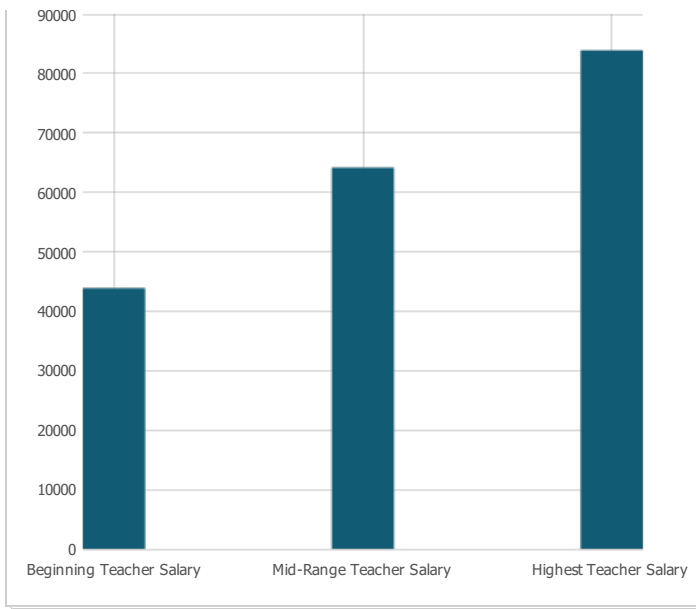
*Last updated: 1/26/2017*

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,884	\$42,063
Mid-Range Teacher Salary	\$64,166	\$64,823
Highest Teacher Salary	\$83,901	\$84,821
Average Principal Salary (Elementary)	\$111,131	\$101,849
Average Principal Salary (Middle)	\$109,692	\$107,678
Average Principal Salary (High)	\$115,261	\$115,589
Superintendent Salary	\$133,297	\$169,152
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Teacher Salary Chart****Principal Salary Chart**



*Last updated: 11/29/2016*

## Professional Development

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Teachers and support staff have received a variety of training in the areas of language arts, mathematics, technology, working with culturally diverse student populations. Teachers have received training in the Common Core State Standards and Implementation, Kagan Strategies, Advancement Via Individual Determination (AVID), and Guided Language Acquisition Design (GLAD) strategies for individualized learning. Teachers also receive professional development courses through Tulare County Office of Education in all content areas. El Monte School has implemented a 90-minute staff collaboration/professional development period through a "Late Start Wednesday". Teachers meet each week in either grade-level groups (PLC) or as a whole staff (PD) to focus on improving student achievement. Teachers are supported during implementation of new application through in-class coaching, teacher-principal meetings, and/or allowed planning time during the school day. We have trained our staff on facilitating academic conversations with their students. There has been several inservice trainings on this topic and looking at student transcripts and evaluating how to teach students to have more academic conversations. Administration has been working with staff members and providing actionable feedback on academic conversations.

*Last updated: 1/26/2017*