



# SARC 2016-17

PUBLISHED DURING 2017-18

## EL MONTE MIDDLE SCHOOL

"Lead- Believe- Succeed

Address: 42111 Road 128, Orosi CA 93647

Principal: Michelle Dungan

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CDS Code: 54718606118111

## Cutler-Orosi Joint Unified

Superintendent: Yolanda Valdez

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Email: [yvaldez@cojUSD.org](mailto:yvaldez@cojUSD.org)

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## I DATA AND ACCESS

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, 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/fg/aa/lc/>.
- For additional information about the school, parents 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.

#### Mrs. Michelle Dungan



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.

## II ABOUT THIS SCHOOL

### Contact Information (School Year 2017-18)

District Contact Information (school year 2017-18)		School Contact Information	
District Name	Cutler-Orosi Joint Unified School District	School Name	El Monte idle School
Phone Number	559-528-4763	Street	422111 Road 128
Superintendent	Yolanda Valdez	City, State, Zip	Orosi, CA 93647-2008
E-mail Address	<a href="mailto:yvaldez@cojUSD.org">yvaldez@cojUSD.org</a>	Phone Number	559-528-3017
Website	<a href="http://www.cojUSD.org">http://www.cojUSD.org</a>	Principal	Michelle Dunngan
		E-mail Address	<a href="mailto:mdungan@cojUSD.org">mdungan@cojUSD.org</a>
		Website	<a href="http://elm.cojUSD.org/">http://elm.cojUSD.org/</a>
		County-District-School	54718606118111

### School Description and Mission Statement (school year 2016-17)

El Monte Middle School Dream ~ Set Goals ~ Take Action ~ Be Awesome We believe every student is exceptional in his or her own way and it is our responsibility to ensure that each one leaves El Monte Middle School with strong character, a passion for learning, a career goal, and is ready for the next phase of their education. We will develop students who are:

- Readers and writers
- Scientists and mathematicians
- Historians and global thinkers
- Artists and performers
- Skilled users of technology and information
- Leaders, collaborators, and team players
- Dependable and responsible workers
- Confident individuals who continuously challenge themselves
- Respectful and compassionate human beings
- Honest and ethical citizens who act with integrity
- Healthy, active individuals
- Critical thinkers and problem solvers
- Powerful communicators
- Innovators and creators
- Able to make a contribution in our community
- Awesome!

#### Student Enrollment by Grade Level (2016-17)

Grade Level	Number of Students
Grade 6	331
Grade 7	301
Grade 8	309
Total Enrollment	941

#### Student Enrollment by Student Group (2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.2 %
Asian	0.1 %
Filipino	3.3 %
Hispanic or Latino	95.4 %
Native Hawaiian or Pacific Islander	0.1 %
White	0.9 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.3 %
English Learners	41.4 %
Students with Disabilities	6.2 %
Foster Youth	0.2%

## 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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	45	43	43	195
Without Full Credential	3	5	5	18
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	0	0	0

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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*

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and Month in which the data were collected: January 2018

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 Little Dime 1	Yes	0.0%
Health	N/A		0.0%
Visual and Performing Arts	N/A		0.0%
Science Lab Equipment (Grades 9-12)	N/A	N/A	0.0%

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

### 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 people. 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.

### School Facility Good Repair Status

Year and month of the most recent FIT Report:  
December 2017

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

### Overall Facility Rate

Year and month the most recent FIT Report:  
December 2017

Overall Rating

Exemplary

## 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. 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); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	25%	27%	29%	33%	48%	48%
Mathematics (grades 3-8 and 11)	32%	23%	27%	28%	36%	37%

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	942	929	98.62%	26.91%
Male	474	465	98.10%	22.58%
Female	468	464	99.15%	31.25%
Filipino	32	31	96.88%	48.39%
Hispanic or Latino	897	895	98.66%	26.10%
Socioeconomically Disadvantaged	916	907	99.02%	26.46%
English Learners	572	561	98.08%	18.72%
Students with Disabilities	65	64	98.46%	
Students Receiving Migrant Education Services	44	44	100.00%	29.55%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**Note:** 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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	942	932	98.94%	22.75%
Male	474	467	98.52%	19.27%
Female	468	465	99.36%	26.24%
Filipino	32	32	100.00%	21.87%
Hispanic or Latino	897	887	98.89%	21.87%
Socioeconomically Disadvantaged	916	907	99.02%	22.38%
English Learners	572	565	98.78%	13.98%
Students with Disabilities	65	64	98.46%	
Students Receiving Migrant Education Services	44	44	100.00%	27.27%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**Note:** 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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and Ten**

Subject	Percentage of Students					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8 and 10)	59.0%	54.0%	40.0%	40.0%	56%	54%

**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.

**Note:** The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Sate 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 2016-17)**

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	18.2%	22.5%	21.2%

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.

**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 school site

**Opportunities for Parental Involvement (School Year 2017-18)**

El Monte Middle School works to build the school’s and parent’s capacity for strong parental involvement. In order to ensure effective involvement of parents and to support a partnership among El Monte Middle School, parents, and the community to improve student academic achievement, we provide the following opportunities for involvement:

- Progress Report Card Night
- English Learner Advisory Council
- School Site Council
- Parent-Teacher Organization with integrated parent institutes.
- Latino Family Literacy Nights

El Monte Middle School provides assistance to parents of children served by the school in understanding topics such as the following, by communicating with parent through the School Site Council, English Learner Advisory Council, Parent-Teacher Organization (Parent Institute), and informational mailings to each household:

- The State’s student academic achievement standards
- The State and local academic assessments
- The requirements of Title I
- How to monitor their student’s progress
- How to work with educators
- How to show parents how to motivate and increase literacy at home

Parents are a critical partner in student success. If you would like to become involved in any of the parent committees or serve as a volunteer on campus, please contact the school principal: Mrs. Michelle Dungan at (559) 528-3017 or come by the office at: 42111 Road 128, Orosi.

**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

**Sate 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



**Suspension and Expulsions**

School			District				State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	13.8%	14.7%	12.7%	6.5%	6.3%	6.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%

**School Safety Plan (School Year 2017-18)**

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. The School Safety Plan is updated annually and was reviewed by the staff on August 14, 2017 . Fire drills and emergency lockdown drills are a regular part of the school's program. Drills are performed on a monthly basis to prepare students and staff for possible classroom evacuations. Every classroom/office has a Safety folder that contains key elements from the Safety Plan with explicit directions for action.

**D. Other SARC Information**

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

**Federal Intervention Program (School Year 2017-18)**

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	87.5%

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

Subject	2014-15				2015-16				2016-17			
	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	21.0	26	12	0	19.1	22	21	0	17.0	31	12	0
Mathematics	22.0	12	15	0	0.0	0	0	0	0.0	0	0	0
Science	20.0	22	17	0	26.0	4	22	0	25.0	8	19	0
Social Science	22.0	17	12	0	23.0	8	18	0	22.0	13	12	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.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average of Students per Academic Counselor
Academic Counselor	2.0	470.5
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.		

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7666.2	\$1549.9	\$6116.4	\$60317.0
District	N/A	N/A	\$6558.4	\$66027.0
Percent Difference – School Site and District	N/A	N/A	-7.0%	-9.0%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-7.2%	-14.4%

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

**Types of Services Funded (Fiscal Year 2016-17)**

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: Six Part-Time Academic Coaches 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

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,517	\$44,144
Mid-Range Teacher Salary	\$68,016	\$69,119
Highest Teacher Salary	\$88,935	\$86,005
Average Principal Salary (Elementary)	\$114,516	\$106,785
Average Principal Salary (Middle)	\$119,763	\$111,569
Average Principal Salary (High)	\$125,842	\$121,395
Superintendent Salary	\$181,918	\$178,104
Percent of Budget for Teacher Salaries	28.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

**Professional Development**

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 Close Reading. 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 in-service 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. There is also a weekly RTI period where students receive intensive intervention when needed.