



SARC 2017-18

PUBLISHED DURING 2018-19

EL MONTE MIDDLE SCHOOL

"Be the Change"

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Cutler-Orosi Joint Unified

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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. Marlana Celaya

Welcome to the 2018-2019 School Year, I could not have been more honored to be the new principal at El Monte Middle School. After spending ten years working as a Math teacher and Assistant Principal at a high school, I am excited to join an amazing Lobo Team. This summer I had the privilege of meeting students, parents, staff and community members who have shared the personal stories that make El Monte special and I am thrilled to continue to make memorable moments.

Middle School is a unique time for students, as they are transitioning from elementary school and begin to prepare for high school. As a school, we will continue to build structures and set clear expectations to ensure every student is prepared for high school. We will strive to provide the rich educational experiences necessary to prepare students for college and career. Our end goal is that every student is capable of competing in a global economy while prioritizing their contribution to the community. Our mission for the year is to build a culture where all students feel welcomed, connected, and part of our Lobo family.

II ABOUT THIS SCHOOL

Contact Information (School Year 2018-19)

District Contact Information (school year 2018-19)		School Contact Information	
District Name	Cutler-Orosi Joint Unified School District	School Name	El Monte Middle School
Phone Number	559-528-4763	Street	42111 Road 128
Superintendent	Yolanda Valdez	City, State, Zip	Orosi, CA 93647-2008
E-mail Address	yvaldez@cojUSD.org	Phone Number	559-528-3017
Website	http://www.cojUSD.org	Principal	Marlena Celaya
		E-mail Address	mcelaya@cojUSD.org
		Website	http://elm.cojUSD.org/
		County-District-School	54718606118111

School Description and Mission Statement (School Year 2018-19)

El Monte Middle School is home to approximately 860 students in grades 6, 7 and 8. The staff at El Monte is committed to meeting the instructional, social and emotional needs of every student that passes through our classroom doors daily. Teachers embrace this commitment by providing the GIFT: Great Instruction the First Time. This is accomplished by providing all departments with devoted, weekly professional learning opportunities, which are driven by student data. Our goal is to increase reading comprehension and provide instruction that truly meets the needs of all students. The team of instructional leaders at our school have devoted much of their preparation time to addressing the individual needs of our scholars. El Monte Middle School is enthusiastically rolling out an updated and engaging athletic program. We are excited about providing this, along with other extracurricular activities, which will address many of the social-emotional needs of our students. We believe that when students feel that they belong, they are more likely to be drawn to learning. El Monte Middle School's motto this year is Be The Change. Our forward thinking team of educators understands that this belief begins with us. We believe every student on our campus can succeed in order to Be The Change in their community and beyond by leading, believing, and succeeding in all areas of academics.

Student Enrollment by Grade Level (2017-18)

Grade Level	Number of Students
Grade 6	302
Grade 7	315
Grade 8	297
Total Enrollment	914

Student Enrollment by Student Group (2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.2 %
Asian	0.1 %
Filipino	3.1 %
Hispanic or Latino	95.0 %
Native Hawaiian or Pacific Islander	0.2 %
White	1.3 %
Two or More Races	0.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.3 %
English Learners	40.5 %
Students with Disabilities	6.1 %
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	43	43	35	174
Without Full Credential	5	5	9	39
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
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 2018-19)

Year and Month in which the data were collected: December 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	Discovery Education	Yes	0.0%
Science	Amplify Education Company	Yes	0.0%
History-Social Science	Pearson My World Interactive	Yes	0.0%
Foreign Language	Pearson Realidades	Yes	0.0%
Health	N/A	N/A	0.0%
Visual and Performing Arts	N/A	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 School, we strive to provide students with a school environment that is safe, clean, and well-maintained. El Monte currently has three campus security who provide supervision throughout the day. In addition, it is an expectation that teachers provide additional supervision during passing period. Our campus custodians work diligently to ensure our 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 is exemplary. Alarm systems are updated and regularly checked. Each classroom has been equipped with a projector, document camera, and a voice amplifier system.

School Facility Good Repair Status

Year and month of the most recent FIT Report:
October 2018

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, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month the most recent FIT Report: October 2018

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 2017-18)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	27%	35%	33%	39%	48%	50%
Mathematics (grades 3-8 and 11)	23%	30%	28%	34%	37%	38%

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	942	927	98.41%	35.28%
Male	490	482	98.37%	27.80%
Female	452	445	98.45%	43.37%
Filipino	28	28	100.00%	75.00%
Hispanic or Latino	896	881	98.33%	33.94%
White	11	11	100.00%	45.45%
Socioeconomically Disadvantaged	905	895	98.90%	34.97%
English Learners	595	585	98.32%	27.35%
Students with Disabilities	73	72	98.63%	1.39%
Students Receiving Migrant Education Services	24	24	100.00%	37.50%

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	942	935	99.26%	30.48%
Male	490	485	98.98%	26.80%
Female	452	450	99.56%	34.44%
Filipino	28	28	100.00%	67.86%
Hispanic or Latino	896	889	99.22%	29.36%
White	11	11	100.00%	36.36%
Socioeconomically Disadvantaged	905	899	99.34%	30.26%
English Learners	595	592	99.50%	23.65%
Students with Disabilities	72	70	97.22%	1.43%
Students Receiving Migrant Education Services	24	24	100.00%	25.00%

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Science (grades 5, 8 and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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 2017-18 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.

Career Technical Education (CTE) Programs (School Year 2017-18)

El Monte Middle School has many internal practices, programs and course offerings that focus on “College and Career Readiness”. El Monte Middle School has developed a grade 6th-8th Work Based Learning Continuum (in alignment to high school WBL Continuum) that ensures college and career awareness and exploration opportunities are provided to all students. All students in grades 6th-8th grade take part in the following activities: Grade Level College Study Trips, Industry Specific Guest Presenters, Industry Specific Facility Tours, School Wide College and Career Showcase, College and Career Fair, National College Signing Day and Leadership Development Opportunities in Career Technical Student Organizations such as FFA/Ag Leadership and MESA just to name a few.

El Monte Middle School is vertically aligned to High School practices and college and career initiatives by this partnering with the Foundation for California Community Colleges to implement the California Colleges Guidance Initiative (CCGI) Program ensures that student college and career readiness and improves successful transitions to secondary and post-secondary education. El Monte Middle School provides grade level college and career preparation lessons such as career research, college research, students taking a career interest profile, financial aid, awareness of A-G preparation and much more that are detailed in a District Wide CCGI Implementation Plan. In addition, by the time students transition out of 8th grade students have also started the initial elements of a “Portfolio” which includes a resume, letters of recommendation, SMART Goal setting and a “Brag Sheet” noting their accomplishments and achievement. This introductory portfolio is in alignment to the secondary “Senior Exit Interview and Portfolio Presentation”, a high school graduation requirement. The portfolio begins the process to apply to a Career Pathway and or Academy Program of Study upon entering 9th grade. El Monte Middle School informs parents and students of Career Pathway opportunities and College and Career Readiness via activities, events, meetings such as a Career Pathway Expo and Registration Night, hosting LCAP Forums, providing parent workshops and more.

The following courses are available to students at El Monte Middle School that are in alignment to industry specific sectors within the Career Technical Education Spectrum:

- Yearbook/Journalism in alignment to Arts Media and Entertainment
- STEM I and II in alignment to Engineering and Architecture
- Introduction to Computer Science & Engineering in alignment to Information and Communication Technologies
- Introduction to Agriculture in alignment to Agriculture and Natural Resources
- Medical Detectives in alignment to both public safety and health science.
- Additional Elective Offerings that support CTE Electives are:
 - AVID
 - Leadership
 - After School Enrichment

All courses include curriculum integration of “College and Career Readiness Standards” and” Literacy Standards” (Reading, Writing, Speaking and Listening) across disciplines. All CTE course offerings are in alignment with the district wide student learning outcomes and mission statement as we prepare all students to be college, career, community ready able compete in a global economy. All students are provided opportunities to enroll in CTE Electives. All teachers must also differentiate instruction in order to meet the needs of diverse learners and this includes integrating ELD instructional strategies for English Language Learners; as well as making special accommodations for students who might have special needs and/or academic accommodations specified in individualized IEP/504 plans. However, it is also a school priority for students acquire mastery of foundational skills in both ELA and Math content areas; therefore, should students fall below, the focus is to provide supplemental course offerings in ELA, Math and/or ELD to accelerate their academic progress. The overall intent of offering CTE introductory and concentration courses at the middle school is to align to the high school industry specific career pathway and academy programs of study, which are in alignment to statewide College and Career Indicator Requirement Metrics are evidence of “College and Career Readiness”.

Instructors who teach the CTE electives take part in two yearly collaborative planning meetings to ensure alignment to the “Linked Learning Approach” by developing authentic Project Based Learning Units of Study that includes standards alignment, rigor, relevance and instruction addresses the unique needs of all students. Authentic assessments are created; however, the effectiveness of these courses are regularly monitored and evaluated by site administration, district staff, and internal district wide practices of “Instructional Rounds” with an identified problem of practice and data gathering to guide next steps. In addition, the District College and Career Director works closely with site administration and staff who teach the career technical education elective courses, as a liaison to ensure alignment of “College and Career Readiness” Initiatives. The District Director of College and Career works closely with Tulare County Office of Education College and Career Director, industry, business, non-profit and post-secondary partners, as well as members of both the Career Pathway and Academies and CTE Advisory Boards. Members of the advisory boards come from local business, non-profit, post-secondary partners and industry specific sectors of: Engineering, Health, Agriculture, Public Safety to get curricular and career skills implementation feedback on how to prepare students for real work occupations across all industry sectors.

Every summer, middle school students are provided the opportunity to take part in a week long “Summer Bridge Camp” with a specific focus on Career Technical Education Exploration. While this opportunity is open to all, approximately 75 to 100 students take part. In 2017-2018, Intro to Ag Mechanics with a focus on wood work and plumbing, Intro to Crime Scene Investigations (CSI) and Intro to Sports Medicine were offered. El Monte Middle School takes pride in “College and Career Readiness”.

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 2017-18)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	24.1%	23.4%	16.4%

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 2018-19)

Parents and families of El Monte students are welcomed and encouraged to participate in school functions. Currently El Monte has an established English Learner Advisory Committee (ELAC) and Student Site Council (SSC). In the ELAC committee, parents assist the school in decision making that best benefits the needs of English Language Learners. This committee, like SSC, meets to provide school administration with input and also to receive important information. The school's SSC committee has a similar goal, but directs it's efforts to the entirety of the school. Like the ELAC team, SSC utilizes parent input to make decisions that directly impacts students at the school. El Monte Middle School also has scheduled parent nights, which allow parents to come to the school site to learn about how they can better assist their child in being successful while in middle school. These opportunities, along with parent teacher conferences, give parents a chance to be engaged with the school and their child's education.

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014-15	School 2015-16	School 2016-17	District 2014-15	District 2015-16	District 2016-17	State 2014-15	State 2015-16	State 2016-17
Dropout Rate	--	--	--	9.7%	7.4%	4.5%	10.7%	9.7%	9.1%
Graduation Rate	--	--	--	86.9%	90.4%	82.3%	83.8%	91.6%	82.7%

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	14.7%	12.7%	0.1%	6.3%	6.5%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.1%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2018-19)

School and staff safety is of the highest priority at El Monte Middle School. One of the ways that the school ensures this is by having a concrete safety plan, ELM Safety Goals and Objectives, that are reviewed twice a year by the Cutler-Orosi Safety Committee. However, the plan is revisited throughout the year if incidents arise district wide so that the site can be proactive at all times. Yearly all staff are provided safety training and every staff member is required to take part in Keenan Online Safety Training.

The goals for this year are as follows:

Goal #1- El Monte Middle School will increase its attendance rate to 95%. One way this goal is made attainable is by having funding for Saturday School, where students can recover attendance credit. In an effort to reach this goal, the school is also providing incentives through PBIS (Positive Behavior Interventions and Supports) for rewards, such as an end of year field trip for students meeting 98% rate. The school's attendance clerk also communicates with all parents whose student is not meeting the attendance goal.

Goal #2- El Monte Middle School will lower the number of suspensions by 50% from the previous year. 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 a teacher to man after school behavior detention and Saturday school for behavior related issues.

The aforementioned goals were last reviewed and updated in June 2018. All goals were presented and approved by the school's SSC and ELAC committee along with the District Board.

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

Average Class Size and Class Size Distribution (Secondary)

Grade Level	2015-16				2016-17				2017-18			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	23	33	55	7	26	17	64	6	25	21	56	6

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	22	21	0	17.0	31	12	0	19.0	24	17	0
Mathematics	0.0	0	0	0	0.0	0	0	0	26.0	3	21	0
Science	26.0	4	22	0	25.0	8	19	0	25.0	10	18	0
Social Science	23.0	8	18	0	22.0	13	12	0	24.0	8	15	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 2017-18)

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 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,795.33	\$1,165.38	\$6,629.95	\$68,890.0
District	\$11,112.0	\$2,357.0	\$8,754	\$70,954.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$71,392.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2017-18)

El Monte Middle School offers a variety of services that support our students academic and social emotional needs. The school provides special programs to meet the needs of students with different abilities including students with learning disabilities, gifted students, and migrant children. 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 Middle 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 recently been expanded to promote the Accelerated Reader Program and literacy throughout the school. El Monte Middle School has also added four devoted Student Parent Advocates whose main goal is to support our at risk students. Among one of their responsibilities is providing tutorial opportunities for students to who need academic support after school.

Other resources provided:

- 5 Part-Time Academic Coaches
- Supplemental Instructional Materials
- Staff Development
- Instructional Equipment
- Economic Impact Aide (EIA)/Limited English Proficient (LEP)
- PBIS

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,145	\$45,681
Mid-Range Teacher Salary	\$65,455	\$70,601
Highest Teacher Salary	\$92,048	\$89,337
Average Principal Salary (Elementary)	\$113,382	\$110,053
Average Principal Salary (Middle)	\$115,272	\$115,224
Average Principal Salary (High)	\$128,500	\$124,876
Superintendent Salary	\$193,933	\$182,466
Percent of Budget for Teacher Salaries	28.0%	33.0%
Percent of Budget for Administrative Salaries	3.0%	6.0%

Professional Development

El Monte Middle School provides teachers with monthly professional learning opportunities. Professional learning is delivered by site administration and site instructional coaches. At these monthly meetings, 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 lesson planning and 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 frequently. This year's main focus is reading comprehension and literary skills that support student understanding of academic texts. This focus was determined based on CAASPP data from the previous year. Professional learning is supported by regular classroom visits by site administration to determine if the skill set learned is being utilized to its fullest intent. All school stakeholders also use assessment data to determine if the teacher learning is having a positive impact on student success. In addition to the monthly professional learning, teachers and administration engage in weekly PLCs (Professional Learning Communities). Within these learning teams, teachers disaggregate student data to plan instruction for scholars below level, at level, and exceeding the expectation of state standards. This is a devoted 90 minute block of time that teachers use to collaborate in an effort to best meet the needs of all students at El Monte Middle School. The staff of instructors at our school use this allotted time to focus on the needs of all student populations including English Learners, special education students, and gifted and talented. The team regularly studies and plans using curriculum aligned to the California State standards.