

# El Monte Middle School

42111 Rd 128 • Orosi, CA 93647 • 559-528-3017 • Grades 6-8

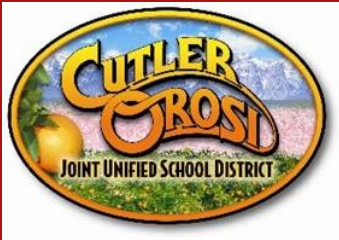
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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Cutler-Orosi Joint Unified School District

12623 Ave 416

Orosi, CA 93647

559-528-4763

www.cojUSD.org

#### District Governing Board

Rebecca Jimenez, Board President

Mary Helen Espino, Board Vice  
President

Sandra Williams, Board Clerk

Lloyd McClard, Board Member

Marisol Rubalcaba, Board Member

Sarah Herrera, Board Member

Delia Martinez, Board Member

#### District Administration

Yolanda Valdez

**Superintendent**

Craig Drennan

**Assistant Superintendent**

**Administrative Services**

### School Description

El Monte Middle School is home to approximately 865 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 continuing to provide high expectations for students by enforcing school-wide eligibility for extra curricular events, which has positively impacted our athletic program. We are excited about continuing to provide incentives for students meeting eligibility. By providing incentives to all students, all students have an opportunity to participate in an extra or co curricular activity that extends beyond the classroom. El Monte Middle School's motto of "Be The Change" is embraced by all stakeholders. Our forward thinking team of educators understand 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.

## About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	240
Grade 7	305
Grade 8	320
<b>Total Enrollment</b>	<b>865</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.1
Filipino	2.2
Hispanic or Latino	95.7
Native Hawaiian or Pacific Islander	0.1
White	1.5
Two or More Races	0.1
Socioeconomically Disadvantaged	96.1
English Learners	42.7
Students with Disabilities	7.4
Foster Youth	0.5
Homeless	3.5

## 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 for El Monte Middle	17-18	18-19	19-20
With Full Credential	43	35	31
Without Full Credential	5	9	11
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Cutler-Orosi Joint	17-18	18-19	19-20
With Full Credential	♦	♦	161
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at El Monte Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	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 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt: California Collections and online; Close Reader Consumables <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Discovery Education; standard aligned units of study <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Focus on Life Science; also use "Amplify" web based instruction Focus on Earth Science; also use "Amplify" web based instruction Focus on Physical Science; also use "Amplify" web based instruction  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Pearson- My World INTERACTIVE California World History: Ancient Civilizations and student Consumables Pearson- My World INTERACTIVE California World History: Medieval and Early Modern Times and student Consumables Pearson- My World INTERACTIVE California World History: Growth and Conflict  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Pearson- Spanish 1: Avancemos 1, Realidades 1, also student consumable workbooks Pearson- Spanish 2: Realidades 2, also student consumable workbooks  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

At El Monte Middle School, we strive to provide students with a school environment that is safe, clean, and well-maintained. El Monte currently has four campus security personnel who provide supervision throughout the day. In addition, it is an expectation that teachers provide additional supervision during passing period. 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 (Most Recent Year)

Year and month in which data were collected: 11/22/19

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	35	39	42	50	50
Math	30	32	34	36	38	39

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.

Note: ELA and 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.

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	24.2	21.2	19.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	850	830	97.65	35.30
Male	433	424	97.92	29.25
Female	417	406	97.36	41.63
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	19	95.00	63.16
Hispanic or Latino	812	794	97.78	34.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	814	799	98.16	34.54
English Learners	496	482	97.18	23.03
Students with Disabilities	65	64	98.46	4.69
Students Receiving Migrant Education Services	20	19	95.00	5.26
Foster Youth	--	--	--	--
Homeless	30	28	93.33	6.67

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	849	841	99.06	31.63
Male	432	429	99.31	29.37
Female	417	412	98.80	33.98
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	20	100.00	80.00
Hispanic or Latino	811	803	99.01	30.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	813	805	99.02	31.06
English Learners	496	492	99.19	21.95
Students with Disabilities	65	64	98.46	3.13
Students Receiving Migrant Education Services	20	19	95.00	10.53
Foster Youth	--	--	--	--
Homeless	30	29	96.67	3.33

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.

### 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 2019-20)

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) committees. 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 its efforts to the entirety of the school. Like the ELAC team, SSC utilizes parent input to make decisions that directly impact students at the school. 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. More so, subgroups like GEAR Up, REAP, elective classes, and sports teams offer regular parent meetings. This year, El Monte rolled out LOBO lunch where roughly 200 parents joined their child for lunch and had the opportunity to interact with staff members. These opportunities, along with parent conferences and back to school night, give parents a chance to be engaged with the school and their child's education.

If you would like more information regarding parent involvement please contact:

Mrs. Marlena Celaya at 559-528-3017

**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.

**School Safety Plan**

Student and staff safety is of the highest priority at El Monte Middle School. One of the ways that the school ensures safety for all students and staff is by having a comprehensive safety plan, ELM Safety Goals and Objectives, that is reviewed by a the Cutler-Orosi Safety Committee twice per year; 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 an online safety program to ensure that safety expectations are met.

The goals for this year are as follows:

Goal #1- El Monte Middle School will increase its attendance rate to 95%. This goal is made possible by offering Saturday School. 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 child is not meeting the attendance goal. A school wide eligibility report is also ran weekly through Illuminate, with student /parent letters provided to students who are under 95% attendance rate. Through the use of the SSICA app purchased this year, student IDs will be scanned at extra-curricular activities to determine student eligibility at school functions

Goal #2- El Monte Middle School will lower the number of suspensions by 50% 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 2019. All goals were presented and approved by the school's SSC and ELAC committee along with the district board.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	12.7	0.1	10.7
Expulsions Rate	0.1	0.0	0.8

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.5	0.8	5.9
Expulsions Rate	0.0	0.0	0.4

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	432.5

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

\* 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.

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

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	17	31	12		19	24	17		22	16	21	
Mathematics					26	3	21		26	2	22	
Science	25	8	19		25	10	18		25	6	20	
Social Science	22	13	12		24	8	15		24	4	22	

\* 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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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 unpacking standards, developing learning and language targets while collaborating with other teachers to meet the needs of our students. These learning opportunities are planned and determined based on assessment data that teachers analyze weekly through a learning log. This year's main focus is reading comprehension across all disciplines, while providing additional support to English Language Learners and students with disabilities. This focus was determined based on CAASPP data from the previous year and the District's focus on English Language Learners. Professional learning is supported by daily classroom visits by site administration to determine if the skill set learned is being utilized to its fullest intent. More so, Professional Learning Communities are centered around the new learning and foster an environment where colleagues hold each other accountable for applying new knowledge. Student centered coaching cycles and lesson studies deepen this work as departments collect data to enhance effective teaching strategies. As El Monte continues to focus on serving the whole student some departments are involved in book studies that support the effect size of the strategies we are implementing on a daily basis.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,108	\$46,208
Mid-Range Teacher Salary	\$71,804	\$72,218
Highest Teacher Salary	\$93,888	\$92,742
Average Principal Salary (ES)	\$120,739	\$134,864
Average Principal Salary (MS)	\$126,434	\$118,220
Average Principal Salary (HS)	\$140,943	\$127,356
Superintendent Salary	\$203,747	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	33%
Administrative Salaries	4%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

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

Categorical

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

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

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

Supplemental materials and supplies

Non Cap Equipment (technology)

LCAP

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

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**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.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,063.69	\$1,442.80	\$7,620.90	\$64,326.00
District	N/A	N/A	\$8,371.02	\$74,019.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.4	-14.0
School Site/ State	1.5	-12.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.