

El Monte Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

About Our School

Contact

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

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About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Cutler-Orosi Joint Unified
Phone Number	(559) 528-4763
Superintendent	Yolanda Valdez
E-mail Address	yvaldez@cojUSD.org
Web Site	http://www.cojUSD.org

School Contact Information - Most Recent Year	
School Name	El Monte Middle
Street	42111 Road 128
City, State, Zip	Orosi, Ca, 93647-9749
Phone Number	559-528-3017
Principal	Michelle Kettle
E-mail Address	mkettle@cojUSD.org
Web Site	http://www.cojUSD.org/Domain/11
County-District-School (CDS) Code	54718606118111

Last updated: 1/27/2016

School Description and Mission Statement - Most Recent Year

El Monte Middle School is in the Cutler-Orosi Joint Unified School District. El Monte has approximately 902 6th -8th students, 47 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 2015-16 school years is to increase student achievement in ELA and Math sufficiently to meet 2016 local assessment growth targets for school wide and numerically significant subgroups.

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

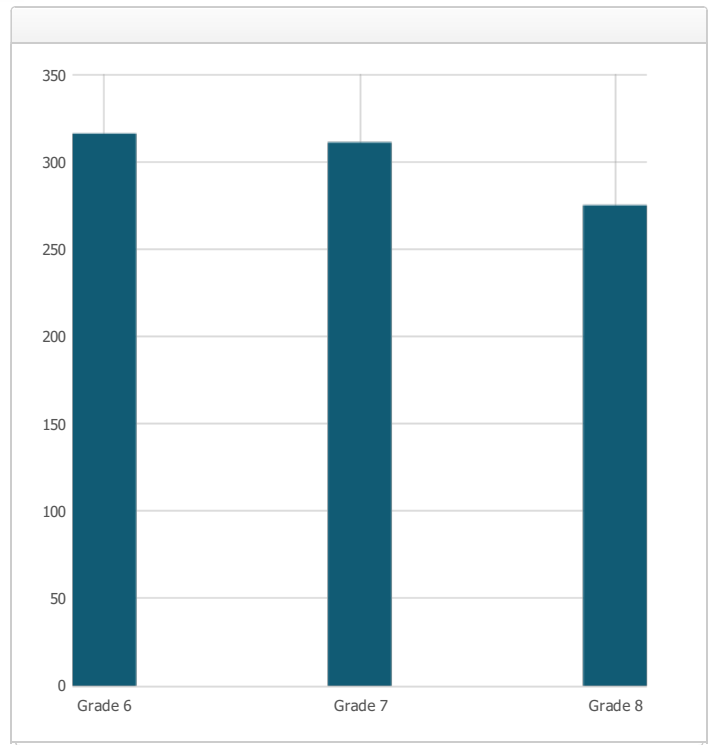
The Vision of the school is: All students will be college and career ready and prepared to compete in a global economy.

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: 1/27/2016

Student Enrollment by Grade Level (School Year 2014-15)

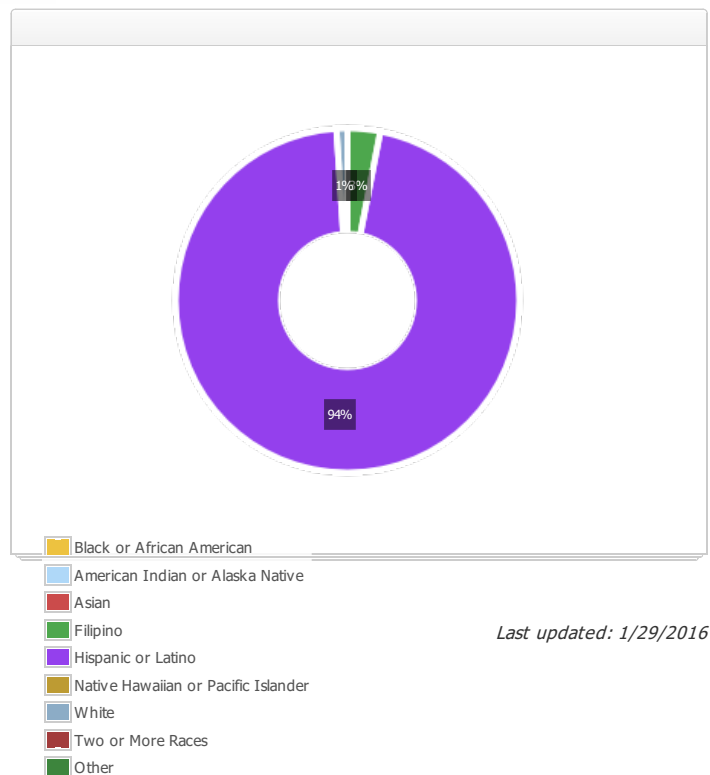
Grade Level	Number of Students
Grade 6	316
Grade 7	311
Grade 8	275
Total Enrollment	902



Last updated: 1/27/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.1 %
American Indian or Alaska Native	0.0 %
Asian	0.6 %
Filipino	3.8 %
Hispanic or Latino	94.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.2 %
Two or More Races	0.1 %
Other	0.0 %
Student Group (Other)	
Socioeconomically Disadvantaged	98.1 %
English Learners	39.6 %
Students with Disabilities	4.9 %
Foster Youth	0.1 %



Last updated: 1/29/2016

A. Conditions of Learning

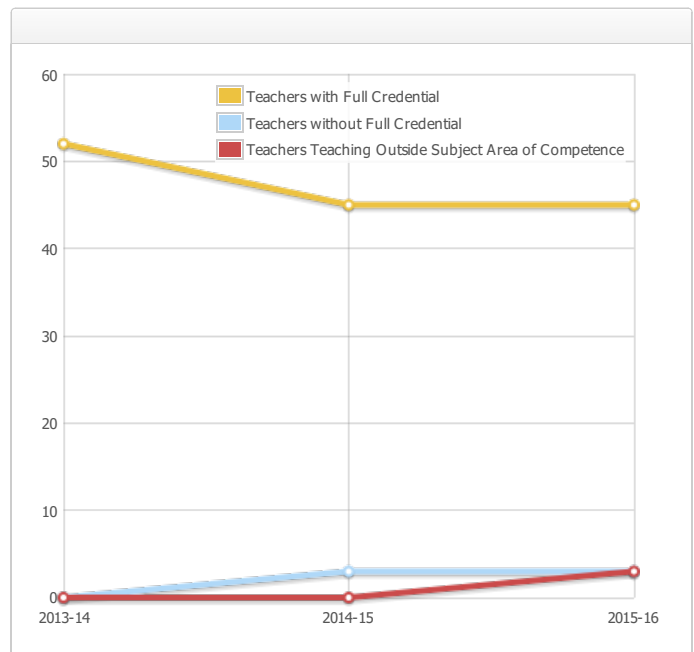
State Priority: Basic

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

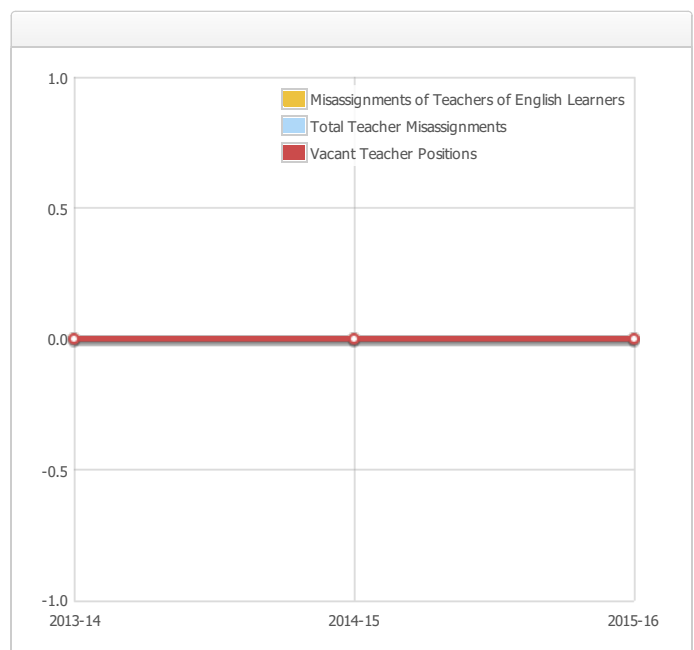
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	52	45	45	197
Without Full Credential	0	3	3	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	3	8



Last updated: 1/29/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 1/29/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	96.0%	4.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Treasures {Course 1} {Ca} 6 Publisher: MACMILLAN/MCGRAW ISBN: 0-07-879623-7 HILL State Adoption: 2009 District Adoption: End Adoption: 2015</p> <p>Treasures {Course 2} {Ca} 7 Publisher: GLENCOE ISBN: 0-07-879624-5 State Adoption: 2009 District Adoption: End Adoption: 2015</p> <p>Treasures {Course 3} {Ca} 8 Publisher: GLENCOE ISBN: 0-07-879625-3 State Adoption: 2009 District Adoption: End Adoption: 2015</p>	Yes	0.0 %
Mathematics	<p>Carnegie Learning MATH series - Course 1/Volume 1 & 2 (State/Textbook ID: year to year) Author: Carnegie Learning, Inc. ISBN: 1-60972-147-0 Edition: Teacher's Resources & Grade: 06 - 06</p> <p>Replacement Price: \$80.25 Carnegie Learning - MATH Series; Course 2 - Volume 1 & 2 TE (State/Textbook ID: year to year) Author: Carnegie Learning, INC ISBN: 1-60972-145-4 Edition: TIG - Course 2 - Volume 1 & 2 Grade: 07 - 07</p> <p>Replacement Price: \$129.46 Carnegie Learning MATH Series - Course 3 / Volume 1 & 2 TE (State/Textbook ID: year to year) Author: Carnegie Learning, Inc. ISBN: 978-1-60972-600-3 Edition: 3rd Edition - Teacher Resources & Grade: 08 - 08</p> <p>Teacher Created Units of Study</p>	Yes	0.0 %
Science	<p>Focus on Earth Science {Ca} 6 Publisher: GLENCOE ISBN: 0-07-879428-5 State Adoption: 2007 District Adoption: End Adoption: 2014</p> <p>Focus on Life Science {Ca} 7 Publisher: GLENCOE ISBN: 0-07-879434-X State Adoption: 2007 District Adoption: End Adoption: 2013</p> <p>Focus on Physical Science {Ca} 8 Publisher: GLENCOE ISBN: 0-07-879440-4 State Adoption: 2007 District Adoption: End Adoption: 2013</p>	Yes	0.0 %
History-Social Science	<p>Ancient Civilizations {Ca} 6 Publisher: Holt, Rinehart & Winston ISBN: 0-03-073459-2</p>	Yes	0.0 %

State Adoption: 2006 District Adoption: End Adoption: 2012

Medieval To Early Modern Times {Ca} 7
 Publisher: Holt, Rinehart & Winston ISBN: 0-03-073399-5
 State Adoption: 2006 District Adoption: End Adoption: 2012

United States History Independence To 1914 {Ca} 8
 Publisher: Holt, Rinehart & Winston ISBN: 0-03-041228-5
 State Adoption: 2006 District Adoption: End Adoption: 2012

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)	Not Applicable		0.0 %

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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. It is planned that in the summer of 2015, El Monte will have a shade cover eating area by the cafeteria to provide our students with outdoor eating option. The east wall/fence that lends into the parking lot will cynder blocked. In the upcoming school, the school will be repainted. This previous summer, a new shade structure and remodel of our kitchen occured for students. New signage and banners have been ordered and have been installed on campus to enhance the appearance as well.

Last updated: 1/27/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2015

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 - Most Recent Year

Year and month in which data were collected: August 2015

Overall Rating	Exemplary
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Last updated: 1/27/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	20.0%	23.0%	44.0%
Mathematics (grades 3-8 and 11)	14.0%	17.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	319	314	98.4%	49.0%	29.0%	18.0%	3.0%
Male	319	153	48.0%	56.0%	29.0%	13.0%	1.0%
Female	319	161	50.5%	42.0%	29.0%	24.0%	6.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	319	1	0.3%	--	--	--	--
Filipino	319	9	2.8%	--	--	--	--
Hispanic or Latino	319	300	94.0%	49.0%	29.0%	18.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	319	4	1.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	319	307	96.2%	49.0%	29.0%	18.0%	3.0%
English Learners	319	130	40.8%	82.0%	18.0%	0.0%	0.0%
Students with Disabilities	319	17	5.3%	100.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	319	12	3.8%	67.0%	17.0%	17.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	312	309	99.0%	58.0%	26.0%	14.0%	2.0%
Male	312	153	49.0%	67.0%	20.0%	10.0%	2.0%
Female	312	156	50.0%	49.0%	31.0%	17.0%	1.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	312	1	0.3%	--	--	--	--
Filipino	312	11	3.5%	18.0%	36.0%	27.0%	18.0%
Hispanic or Latino	312	291	93.3%	60.0%	26.0%	13.0%	1.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	312	5	1.6%	--	--	--	--
Two or More Races	312	1	0.3%	--	--	--	--
Socioeconomically Disadvantaged	312	304	97.4%	58.0%	26.0%	14.0%	1.0%
English Learners	312	117	37.5%	91.0%	6.0%	2.0%	0.0%
Students with Disabilities	312	9	2.9%	--	--	--	--
Students Receiving Migrant Education Services	312	8	2.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	270	267	98.9%	44.0%	31.0%	22.0%	2.0%
Male	270	128	47.4%	52.0%	28.0%	17.0%	2.0%
Female	270	139	51.5%	37.0%	34.0%	27.0%	1.0%
Black or African American	270	1	0.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	270	2	0.7%	--	--	--	--
Filipino	270	14	5.2%	21.0%	43.0%	29.0%	7.0%
Hispanic or Latino	270	247	91.5%	45.0%	31.0%	22.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	270	3	1.1%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	270	262	97.0%	45.0%	32.0%	22.0%	2.0%
English Learners	270	85	31.5%	84.0%	16.0%	0.0%	0.0%
Students with Disabilities	270	12	4.4%	75.0%	25.0%	0.0%	0.0%
Students Receiving Migrant Education Services	270	3	1.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	319	316	99.1%	61.0%	26.0%	12.0%	1.0%
Male	319	155	48.6%	68.0%	23.0%	9.0%	0.0%
Female	319	161	50.5%	53.0%	30.0%	14.0%	2.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	319	1	0.3%	--	--	--	--
Filipino	319	9	2.8%	--	--	--	--
Hispanic or Latino	319	302	94.7%	61.0%	27.0%	11.0%	1.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	319	4	1.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	319	309	96.9%	61.0%	26.0%	11.0%	1.0%
English Learners	319	132	41.4%	89.0%	11.0%	0.0%	0.0%
Students with Disabilities	319	17	5.3%	100.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	319	12	3.8%	67.0%	25.0%	8.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/26/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	312	311	99.7%	70.0%	23.0%	5.0%	1.0%
Male	312	155	49.7%	76.0%	15.0%	6.0%	1.0%
Female	312	156	50.0%	64.0%	31.0%	4.0%	1.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	312	1	0.3%	--	--	--	--
Filipino	312	11	3.5%	73.0%	18.0%	9.0%	0.0%
Hispanic or Latino	312	291	93.3%	70.0%	24.0%	5.0%	1.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	312	7	2.2%	--	--	--	--
Two or More Races	312	1	0.3%	--	--	--	--
Socioeconomically Disadvantaged	312	306	98.1%	71.0%	23.0%	5.0%	1.0%
English Learners	312	119	38.1%	94.0%	5.0%	0.0%	0.0%
Students with Disabilities	312	9	2.9%	--	--	--	--
Students Receiving Migrant Education Services	312	8	2.6%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	270	267	98.9%	49.0%	25.0%	17.0%	9.0%
Male	270	128	47.4%	47.0%	29.0%	15.0%	9.0%
Female	270	139	51.5%	52.0%	22.0%	19.0%	8.0%
Black or African American	270	1	0.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	270	2	0.7%	--	--	--	--
Filipino	270	14	5.2%	29.0%	36.0%	21.0%	14.0%
Hispanic or Latino	270	247	91.5%	51.0%	25.0%	16.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	270	3	1.1%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	270	262	97.0%	50.0%	25.0%	17.0%	8.0%
English Learners	270	86	31.9%	81.0%	13.0%	6.0%	0.0%
Students with Disabilities	270	12	4.4%	92.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	270	3	1.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 1/26/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	54.0%	50.0%	59.0%	40.0%	40.0%	40.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	40.0%
All Students at the School	59.0%
Male	64.0%
Female	56.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	78.0%
Hispanic or Latino	59.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	59.0%
English Learners	27.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.0%	22.3%	19.4%

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.

Last updated: 1/26/2016

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 - Most Recent Year

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:

- 9/16 School Wide Expectations (PBIS, Reading Program, Graduate Outcomes)
- 10/14 Reading Your Child's CAASPP Results
- 11/18 School Wide Data/ Reading Your Child's Report Card
- 12/16 Gang Prevention
- 2/17 Technology Safety Surf School's Web Page
- 4/13 CAASPP Testing Process

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

Last updated: 1/27/2016

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

- High school dropout rates; and

- High school graduation rates

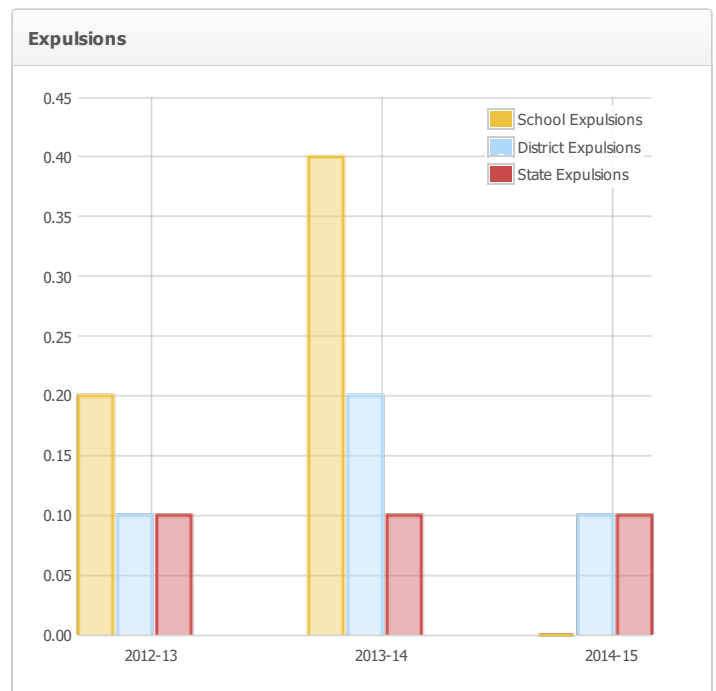
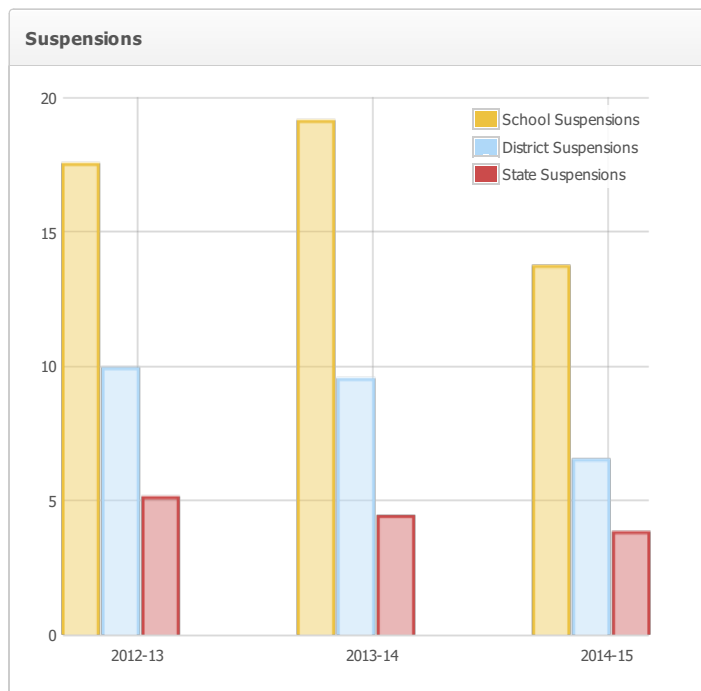
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	17.5	19.1	13.7	9.9	9.5	6.5	5.1	4.4	3.8
Expulsions	0.2	0.4	0.0	0.1	0.2	0.1	0.1	0.1	0.1



Last updated: 1/26/2016

School Safety Plan - Most Recent Year

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: 1/27/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	No	
Met Percent Proficient - Mathematics	N/A	No	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/26/2016

Federal Intervention Program (School Year 2015-16)

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	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/26/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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+
K												
1												
2												
3												
4												
5												
6	23.0	6	72	25.0		78	24.0	1	78			
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/26/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	18.0	60	1	19.0	54	1	21.0	26	12			
Mathematics	19.0	40	1	19.0	39		22.0	12	15			
Science	20.0	32	1	20.0	33	1	20.0	22	17			
Social Science	19.0	34		19.0	35		22.0	17	12			

* 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: 1/26/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	2.0	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.

Last updated: 1/26/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6518.8	\$2085.3	\$4433.5	\$50991.0
District	N/A	N/A	\$5100.1	\$62457.0
Percent Difference – School Site and District	N/A	N/A	-13.1%	-18.4%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	-17.1%	-30.1%

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

Last updated: 1/29/2016

Types of Services Funded (Fiscal Year 2014-15)

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: 1/27/2016

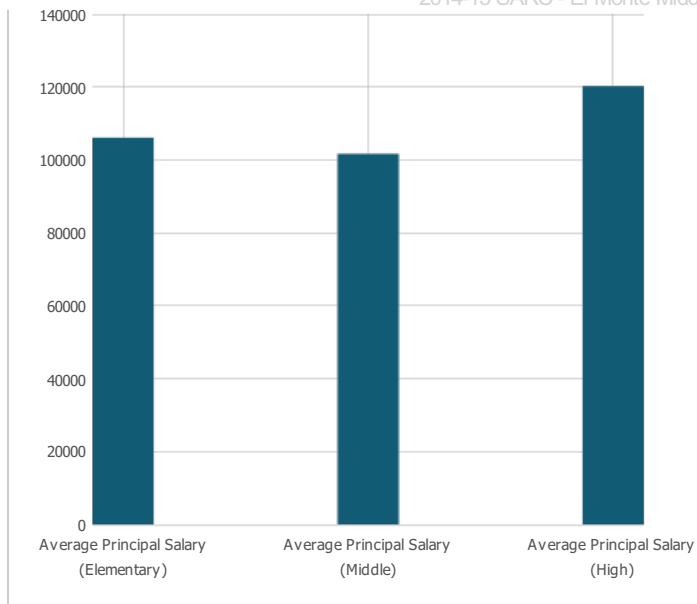
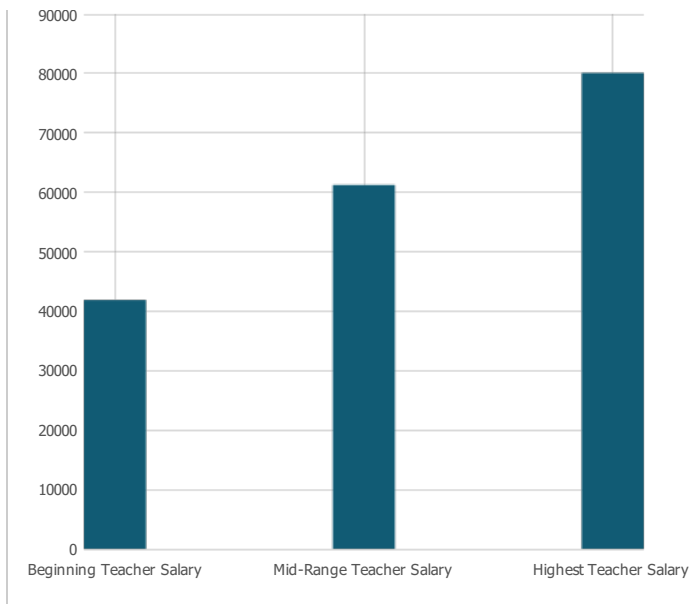
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,894	\$40,379
Mid-Range Teacher Salary	\$61,256	\$62,323
Highest Teacher Salary	\$80,096	\$81,127
Average Principal Salary (Elementary)	\$106,092	\$99,192
Average Principal Salary (Middle)	\$101,669	\$91,287
Average Principal Salary (High)	\$120,238	\$112,088
Superintendent Salary	\$31,000	\$159,821
Percent of Budget for Teacher Salaries	35.0%	36.0%
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: 1/29/2016

Professional Development – Most Recent Three Years

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: 1/27/2016