

El Monte Middle School

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

Mrs. Sunsie Tumacder, Principal

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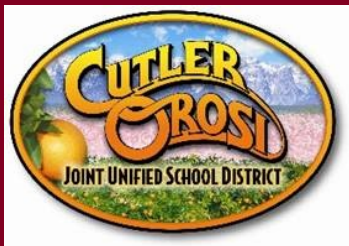
<http://elm.cojUSD.org/>



2019-20 School Accountability Report Card Published During the 2020-21 School Year

School Description

El Monte Middle School is home to approximately 893 students in grades 6, 7 and 8. The staff at El Monte is committed to meeting the instructional, social-emotional, and behavior needs of every student via online platforms and traditional instructional classroom environment. Teachers embrace this commitment by providing the GIFT: Great Instruction the First Time. All departments engage in weekly data analysis where students' academic growth is measured and instructional planning takes place. Our goal is to increase reading comprehension and provide instruction that truly meets the needs of all students. El Monte Middle School continues to have high expectations for students by providing high quality instruction, setting grade level performance expectations, and by enforcing school-wide eligibility for extracurricular events. We will continue to promote high academic expectations and offer incentives for students who meet eligibility. By providing incentives for 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, "Be Relentless," supports our efforts to remove all barriers and provide equitable opportunities for our students to reach academic excellence. Our forward thinking team of educators understand that this belief begins with us. We believe every student on our campus can succeed in their community and beyond by leading, believing, and succeeding in all areas.



Cutler-Orosi Joint Unified School District

12623 Ave 416
Orosi, CA 93647
559-528-4763
www.cojUSD.org

District Governing Board

Sandra Williams, Board President

Marisol Rubalcaba, Board Vice
President

Mary Helen Espino, Board Clerk

Rebecca Jimenez, Trustee

Margie Salazar, Trustee

Delia Martinez, Trustee

Joni Jordan, Trustee

District Administration

Yolanda Valdez
Superintendent

Craig Drennan
Assistant Superintendent
Administrative Services

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	325
Grade 7	234
Grade 8	301
Total Enrollment	860

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.2
Asian	0.1
Filipino	2.8
Hispanic or Latino	95.1
Native Hawaiian or Pacific Islander	0.1
White	1.4
Two or More Races	0.1
Socioeconomically Disadvantaged	96.2
English Learners	38.6
Students with Disabilities	6.7
Foster Youth	0.3
Homeless	1.6

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	18-19	19-20	20-21
With Full Credential	35	31	30
Without Full Credential	9	11	14
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Cutler-Orosi Joint	18-19	19-20	20-21
With Full Credential	♦	♦	179
Without Full Credential	♦	♦	37
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at El Monte Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt: California Collections and online; Close Reader Consumables The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	OER "Illustrative Math": Blended and Distance learning program online The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Stanford NGSS Integrated Curriculum: An Exploration of a Multidimensional World The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Pearson- Spanish 1: Avancemos 1, Realidades 1, also student consumable workbooks Pearson- Spanish 2: Realidades 2, also student consumable workbooks The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/19/2020

System Inspected	Repair Status	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 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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	35	N/A	42	N/A	50	N/A
Math	32	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	13	N/A	17	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Parents and families of El Monte students are welcomed and encouraged to participate in school functions. With COVID-19, El Monte has established procedures that support safety guidelines, all of which have limited the opportunities for on-site parental involvement. Current parental involvement opportunities are being provided via online platforms (ZOOM). English Learner Advisory Committee (ELAC), Student Site Council (SSC) committee, Parent Training Programs (Parenting Partners) are some of the current opportunities for parents to stay involved. In the ELAC committee parents assist in the decision making of the academic opportunities that best support the needs of English Language Learners. This committee, like SSC, meets to hear about the districts and schools plans as well as to work in partnership with the school when planning school wide events and initiatives to support the education experience for all students. The school's SSC committee similarly 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. Other opportunities for parental involvement are provided through student programs such as Rural Education for Americans Project (REAP) and elective classes where parents participate in parent meetings, parent training, and/or other events that further support their students academic endeavors. Finally, parent conferences and back to school night also provide parents additional opportunities to stay engaged with the school and their child's education. Parents can communicate with teachers through the Remind app and are invited into the Google Classroom.

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 (School Year 2020-2021)

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, 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 in order to be proactive. 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 having funding for 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 will also be 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.

Due to Covid-19 and the order to remain in distance learning, our students have not been able to come on campus.

El Monte is committed to increase social-emotional awareness via Second Step by 50% (pre/post measurement). Students participate in weekly Second Step lessons through their advisory class focusing on social-emotional skills. Students are taught skills to help transform their lives by using relatable situations and coping skills to change their mindset. Students are also able to connect with our psychologist and social worker for any mental health services.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.1	10.7	0.8	5.9	3.5	3.5
Expulsions	0.0	0.8	0.0	0.4	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.8	4.5	
Expulsions	.1	.07	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	860

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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 (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	25	21	56	6	27	9	37	4	28	7	55	6
Other**												

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	19	24	17		22	16	21		31	4	18	4
Mathematics	26	3	21		26	2	22		32	3	13	5
Science	25	10	18		25	6	20		25	6	15	
Social Science	24	8	15		24	4	22		28		19	

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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 coach and leads. As students are participating in distance learning for the start of the 2020 school year, teachers have received training to understand the different platforms that will need to deliver the GIFT and how to engage students through various interactive platforms. At these monthly trainings, 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, reassessing their pacing 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. 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. Teachers are supported through the implementation of the professional learning they receive through mini-coaching cycles with our academic coach and feedback provided by administration. 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,581	\$47,145
Mid-Range Teacher Salary	\$73,958	\$74,952
Highest Teacher Salary	\$96,705	\$96,092
Average Principal Salary (ES)	\$122,087	\$116,716
Average Principal Salary (MS)	\$126,434	\$120,813
Average Principal Salary (HS)	\$145,171	\$131,905
Superintendent Salary	\$216,156	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	25.0	31.0
Administrative Salaries	4.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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)
- LCFF/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).

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)

Rate for El Monte Middle School	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate			

Rate for Cutler-Orosi Joint Unified	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	91.6	85.4	86.7

Rate for California	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	82.7	83	84.5

FY 2018-19 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	\$75,065
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.4	-15.4
School Site/ State	-1.7	-16.3

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	15
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.