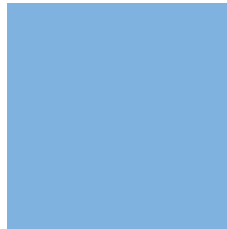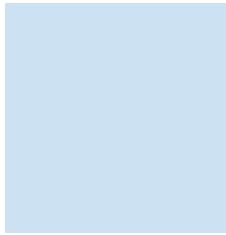# SARC

School Accountability Report Card 2018-19
Published in 2019-20

Potrero School

Grades K-8
CDS Code 19-64501-6013247

Lorraine Torres
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El Monte City School District

3540 North Lexington Avenue ▪ El Monte, CA 91731 ▪ web.emcsd.org

Dr. Maribel Garcia, Superintendent ▪ mgarcia@emcsd.org ▪ (626) 453-3700

Principal's Message

Potrero School's mission includes high achievement in a supportive environment. Every day and in every way school instruction and activities are focused on this goal. All of the school's adults continually work to make Potrero School students empowered learners and leaders in their own lives who think and plan for long-term academic and social achievement. We expect every student to be successful in high school and college.

The results of the 2019 California Assessment of Student Performance and Progress (CAASPP) have provided valuable information regarding our students' growth toward mastery of the Common Core State Standards. We are designing units of study and integrating technology into our instructional programs in order to prepare our students for demonstrating their learning. As well as academic gains for our students, we are working toward an all-around healthy school environment. Students participate in structured physical activities daily, and we provide instruction related to healthy food choices. Parents are encouraged to provide treats that follow our healthy guidelines, or, better yet, provide nonfood incentives for activities. In recognition of our efforts in this area, we were recognized with a silver medal by Alliance for a Healthier Generation, which was co-founded by former President Bill Clinton's foundation.

Students and staff at Potrero School are engaged in learning and practicing the Seven Habits of Highly Effective People through The Leader in Me. Middle-grade students are provided opportunities to develop their leadership potential through Leader In Me Student Lighthouse Team. Our middle school students participate in our AVID Program and our middle school Leadership Class. Our goal is to have all of our students be leaders in their own lives. Our students also enjoy various after school engagement opportunities such as Kids Play, Soccer for Success, coding classes and extended-learning small-group instruction. We also offer an after-school music program, Mariachi Academy, that provides instrumental music instruction and performance skills training, centered around the rich music and history of our Hispanic student and parent community.
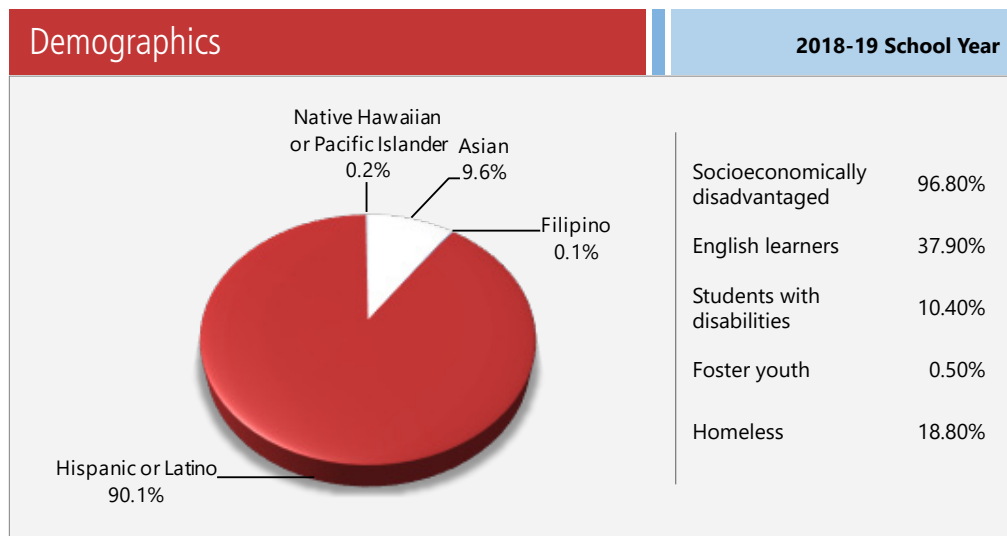
All teachers at Potrero participate in weekly meetings as part of the schoolwide Professional Learning Community. Teachers monitor student achievement and design intervention opportunities for those students who need additional help meeting their learning goals.

Potrero School parents are involved in many activities and committees. They bring the community to the campus, and they are partners with the school in ensuring success for all students. Parents are encouraged to complete classes designed to improve their communication and parenting skills as well as their understanding of the academic achievement goals of their children.

Potrero School has the greatest parents, students, teachers and staff. We welcome you to visit us to share and celebrate our continuing improvement and success.

Enrollment by Student Group

The total enrollment at the school was 847 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2018-19 School Year

Pie chart:
- Native Hawaiian or Pacific Islander 0.2%
- Asian 9.6%
- Filipino 0.1%
- Hispanic or Latino 90.1%

Socioeconomically disadvantaged	96.80%
English learners	37.90%
Students with disabilities	10.40%
Foster youth	0.50%
Homeless	18.80%

"Potrero School's mission includes high achievement in a supportive environment. Every day and in every way school instruction and activities are focused on this goal."

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Our purpose is to educate all students to develop skills, knowledge and attitudes to be responsible, productive and fulfilled individuals able to succeed ethically in a democratic society.

School Board

Jennifer Cobian, President

Elizabeth Rivas, Vice President

Julia Ruedas, Clerk

Lisette Mendez, Member

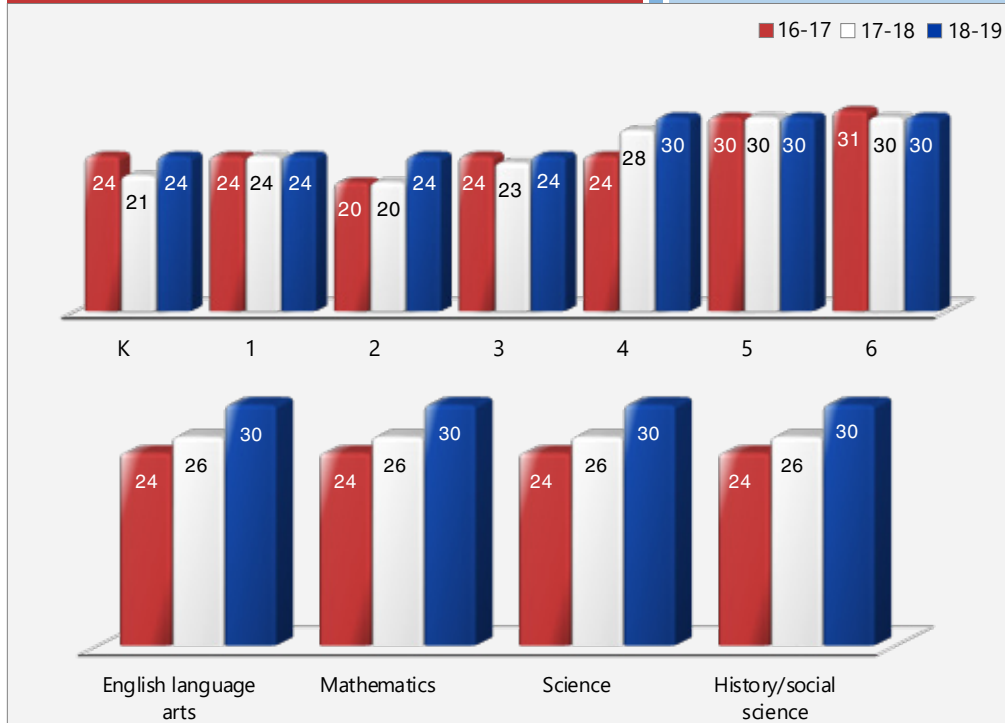David Siegrist, LACSTA Representative

Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size — Three-Year Data

Legend: ■ 16-17 □ 17-18 ■ 18-19

Grade	16-17	17-18	18-19
K	24	21	24
1	24	24	24
2	20	20	24
3	24	23	24
4	24	28	30
5	30	30	30
6	31	30	30

Subject	16-17	17-18	18-19
English language arts	24	26	30
Mathematics	24	26	30
Science	24	26	30
History/social science	24	26	30

Number of Classrooms by Size — Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3			3	
1		3			3			3	
2	4				3			3.5	
3		4			4			3.5	
4		4			4			3	
5		3			3			3	
6		3			3			3	

Subject	2016-17			2017-18			2018-19		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	10	2			6			12	
Mathematics	7	5			6			12	
Science	6	6			12			12	
History/social science	3	8			12			12	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

Grade	Enrollment
K	65
1	74
2	79
3	85
4	93
5	92
6	90
7	142
8	127
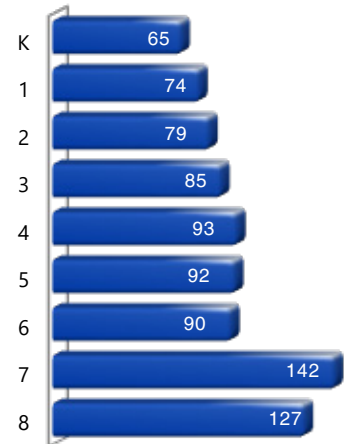
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Potrero School	16-17	17-18	18-19
Suspension rates	3.4%	2.3%	1.7%
Expulsion rates	0.0%	0.0%	0.0%

El Monte City SD	16-17	17-18	18-19
Suspension rates	1.4%	1.2%	0.5%
Expulsion rates	0.0%	0.0%	0.0%

California	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Potrero School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Potrero School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	38%	39%	51%	51%	50%	51%
Mathematics	28%	30%	38%	40%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2018-19 School Year	
Percentage of Students Meeting Fitness Standards	Potrero School	
	Grade 5	Grade 7
Four of six standards	18.9%	17.5%
Five of six standards	10.0%	25.9%
Six of six standards	13.3%	19.6%

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	622	609	97.91%	2.09%	38.59%
Male	332	323	97.29%	2.71%	37.77%
Female	290	286	98.62%	1.38%	39.51%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	68	64	94.12%	5.88%	73.44%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	552	543	98.37%	1.63%	34.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	617	604	97.89%	2.11%	38.41%
English learners	441	428	97.05%	2.95%	32.71%
Students with disabilities	70	70	100.00%	0.00%	2.86%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	119	109	91.60%	8.40%	37.61%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	622	622	100.00%	0.00%	29.90%
Male	332	332	100.00%	0.00%	31.93%
Female	290	290	100.00%	0.00%	27.59%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	68	68	100.00%	0.00%	70.59%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	552	552	100.00%	0.00%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	617	617	100.00%	0.00%	29.66%
English learners	441	441	100.00%	0.00%	25.62%
Students with disabilities	70	70	100.00%	0.00%	2.86%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	119	119	100.00%	0.00%	30.25%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
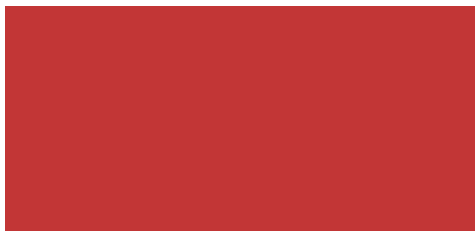
Textbooks and Instructional Materials

Textbooks are selected through a district process involving a task force of teachers, administrators, EMCSD instructional support staff and parents in the school community. Publishers give presentations, and standards are carefully matched to ensure compliance with state requirements; textbook adoptions come only from the approved list provided by the state. All teachers are given an opportunity to preview materials and ask questions of their site representatives who are on the task force. Members of the task force then vote on selection. Board approval is the final requirement.

All students have current textbooks, and copies are available in Spanish to support students who need second-language support.

History-social science textbooks were adopted during the 2018-19 school year, and the above procedures were followed. The materials selected were on the state-approved list and fit within the curriculum framework adopted by the California State Board of Education.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
Reading/language arts	StudySync, McGraw-Hill (6-8)	2017
Mathematics	Math Expressions, Houghton Mifflin (K-5)	2015
Mathematics	Go Math!, Houghton Mifflin Harcourt (6-8)	2015
Science	California Science, Pearson Scott Foresman (K-5)	2007
Science	California Science, Earth, Life, Physical Science; Holt, Rinehart and Winston (6-8)	2007
History/social science	My World, Pearson (K-5)	2018
History/social science	Impact, McGraw-Hill (6-8)	2018

Parental Involvement

Potrero School parent committees include School Site Council (SSC) and English Learner Advisory Committee (ELAC), and monthly Coffee with the Principal. Each of these committees meets monthly. Parents are invited to attend the September orientation, Back-to-School Night, parent conferences and open house. A number of additional informational meetings are held periodically. Parents receive a parent calendar each month.

Teachers of grades K-6 invite parents to attend periodic meetings to review benchmark achievement and grade-level standards. Parents are encouraged to visit their child's classroom. Parents are always welcome at Potrero School! Please check in at the office to pick up your visitor's badge.

For more information on how to become involved at the school, please contact the community liaison, Rosa Gutierrez, or Principal Lorraine Torres at (626) 350-9386.

Types of Services Funded

The following is a list of federal- and state-funded programs that are provided to El Monte City School District students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (teacher and principal training and recruiting)
- Title III (for limited English-proficient students)
- Title III (for Immigrant Students)
- Title IV (Student Support and Academic Enrichment)
- Low Performing Student Block Grant
- Compensatory Education for English Learners
- Gifted and Talented Education (GATE)
- Beginning Teacher Induction Program
- Class Size Reduction (CSR)
- Special Education
- Head Start
- State Preschool Program
- National School Lunch Program
- State Compensatory Education

✧ Not applicable.
⚪ Online curriculum - Second Step for K-1.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	⚪

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/9/2019

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	7/18/2019
Date of the most recent completion of the inspection form	7/18/2019

School Safety

Measures taken to ensure safety of students on campus include before- and after-school supervision duties. Teachers provide supervision during morning arrival and dismissal times. Supervision Assistants provide supervision during morning recesses and lunch time periods. Potrero School is a closed campus; students are not allowed to leave school during recess or lunchtimes. During the school day, all gates are closed and locked, except during periods of arrival and dismissal. Students who ride a bus to school are accompanied to and from the bus by school staff.

Potrero School has a Health and Safety Committee. This committee meets to review issues of emergency preparedness, as well as issues of general student and staff health and safety. Potrero School is a smoke-free campus.

All staff members wear ID badges provided by the EMCSD. All visitors must sign in with the school's office manager and wear a visitor ID sticker while on campus. Potrero School follows a zero-tolerance policy per state law.

Our Safety Committee reviews the Potrero School safety plan annually during the month of September. Our safety plan is then shared with certificated and classified staff at a regular staff meeting. Each employee checks his or her supplies and reviews his or her role in the plan. A major-earthquake or other natural-disaster emergency drill is held each October. The school safety plan was last reviewed and updated in September 2019. The purpose of the plan is to ensure the safety of all students and staff. The plan follows the Site Emergency Management System (SEMS) structure and addresses responses to earthquakes, fire, intruders, toxic spills, etc. Drills are held monthly and include evacuation on-site and off-site, as well as lockdown drills. The school safety plan is available for review in the school office.

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Facilities

Originally built in 1937, Potrero School is a combination of both permanent and portable buildings. There are 43 classrooms, one library complex and various areas used by the nurse, psychologist, speech specialist and counselors. There is also a media center, a parent room, two computer lab classrooms, and a cafeteria with a working kitchen.

The total library collection is approximately 14,000 volumes. Potrero School is continually updating and expanding our computer and technology resources. We have chromebook carts in all homeroom classrooms, in grades K-8. As stated, we have two computer labs on campus – both are available to all students, and one computer lab classroom is available for parent use and parent classes. LED projectors or document cameras are installed in every classroom to facilitate the use of technology as a tool to support student learning.

All classrooms, utility rooms and restrooms are accessible for people with disabilities. Supervision of students is provided in the cafeteria and on the school grounds before school, during recess and lunchtime. Supervision is also provided for students who ride the bus to and from school. Gates are opened and closed at various times throughout the school day to allow ingress and egress and to provide a safe learning environment for students.

Potrero School facilities and grounds are cleaned on a regular basis and are very well maintained. District gardeners work at Potrero one day each week. There are three custodial staff members at Potrero. The head custodian works days, and he is a full-time employee. There are two night custodians also working full time at Potrero. The district purchased ten vacuum cleaners that are in various classrooms to allow for additional cleaning. During school vacations, the site and district custodial staff complete a thorough cleaning of floors and carpets. Large trash cans are placed throughout the campus, and students are responsible for working to keep the grounds clean and free of trash.

During the 2006-07 school year, an extensive modernization project was completed. This project included new classrooms, a music room, science room, a library-media center, a drop-off and pick-up zone in front of the school, a remodeled school office, and the redesign of both the east and west entrances to the school. During the 2012-13 school year, we were fortunate to get a new outdoor eating structure with 35 new picnic-style tables and benches, two being wheelchair accessible. Students enjoy the opportunity to eat outside in the fresh air, and all seventh- and eighth-grade students enjoy the same outdoor seating for their nutrition break and lunch break.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data		
	El Monte City SD	Potrero School		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	373	42	40	36
Without a full credential	5	0	0	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Potrero School		
Teachers	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

"Potrero School's mission includes high achievement in a supportive environment."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	1.0000
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development	1.0000
Library media teacher (librarian)	0.0000
Library media services staff (paraprofessional)	1.0000
Psychologist	0.7500
Social worker	0.0000
Nurse	0.3324
Speech/language/hearing specialist	2.0000
Resource specialist (nonteaching)	0.0000

Professional Development

Professional Development Days	Three-Year Data		
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2017-18 Fiscal Year	
	El Monte City SD	**Similar Sized District**
Beginning teacher salary	$49,761	$45,741
Midrange teacher salary	$82,647	$81,840
Highest teacher salary	$102,998	$102,065
Average elementary school principal salary	$128,179	$129,221
Superintendent salary	$222,018	$224,581
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Potrero School	$4,859	$87,929
El Monte City SD	$4,767	$88,846
California	$7,507	$82,663
School and district: percentage difference	+1.9%	-1.0%
School and California: percentage difference	-35.3%	+6.4%

School Mission Statement

Potrero School will:

- collaborate with our families to continuously grow a nurturing learning environment.
- deliver engaging instruction that will produce student achievement through collaboration, critical thinking, creativity and communication.
- cultivate a leadership environment that will develop students who are confident, resilient, and proud to create their legacy.

School Vision Statement

To empower future leaders to be confident, innovative and resilient participants of our community.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$7,292
Expenditures per pupil from restricted sources	$2,433
Expenditures per pupil from unrestricted sources	$4,859
Annual average teacher salary	$87,929

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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