

Cleminson School

"The Future Starts Here."

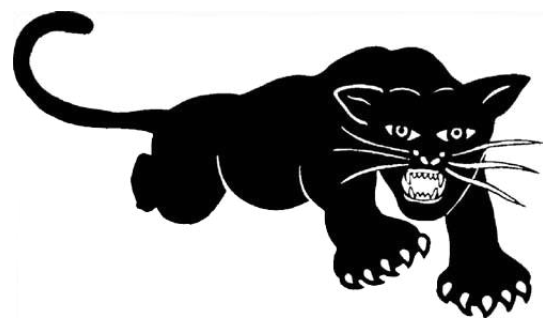
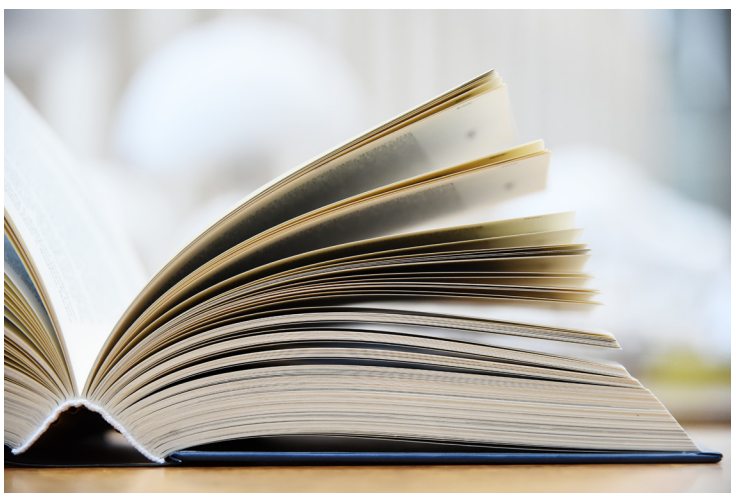
Grades TK-6
CDS Code 19-64501-6013189

Carlos Salcedo
Principal
csalcedo@emcsd.org

5213 North Daleview Avenue
Temple City, CA 91780
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cleminson.emcsd.org

Para español, visita web.emcsd.org



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

Welcome to Cleminson School. My name is Carlos Salcedo, and I am looking forward to working with you. Cleminson is a transitional kindergarten through sixth-grade school located in the northern part of the El Monte City School District. We serve students living in both the El Monte and Temple City communities.

The mission of Cleminson School is to create a community in which students, parents and teachers work together to foster a positive school experience that sets a strong educational foundation for each child to become a productive member of society. We believe that all students come to our school with many valuable assets to share with one another. It is our responsibility to provide the knowledge and encouragement to students to allow them to become the best students and citizens possible in the future.

In 2018, Cleminson was recognized by the California Department of Education as California Distinguished School. Cleminson has also been honored by the California Department of Education as a Title I Academic Achievement Award-winning school in 2005, 2006, 2007 and again in 2012. All students, staff and parents are very proud of this achievement. Cleminson is a proud to be a Leader in Me School.

We invite you to visit our campus. We have parent volunteers working at our school on a daily basis. Our school office hours are 7:30 a.m. to 4 p.m. Monday through Friday, and our telephone number is (626) 575-2327.

We look forward to meeting you and having your child as a member of the Cleminson family.

Parental Involvement

Cleminson School has an active group of parents. We have a School Site Council (SSC) composed of five parents and five staff members elected by the parents and staff who serve two-year terms. It is their job to help develop and approve the School Site Plan, which allows us to spend our categorical monies each year. This group meets on a monthly basis.

We have a community liaison who works to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success.

We also have an active English Language Advisory Council (ELAC) consisting of non-English speaking parents. The purpose of this council is to work with parents of students identified as English-language learners and to assist them with ways to help their children outside of the school setting with homework and other academic skills.

Our Parent Teacher Association (PTA) is one of the best organizations we have for parental involvement. This group supports the school by helping provide quality assemblies, field trips, playground equipment, uniform assistance and more. This group earns the money for these purchases through fundraising programs, school carnivals and other worthwhile events.

We have at least 80 parents who volunteer to work in classrooms and our computer lab to assist teachers with projects for classes and also to work as tutors with students. Some parents work with individuals or small groups of students, while others assist with projects in the classroom. All of these valuable volunteers are honored at the end of the year with a breakfast to thank them for the great work they do to support the learning of children.

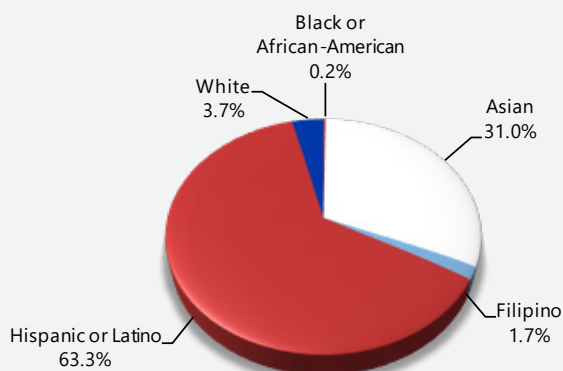
For more information on how to become involved at the school, please contact Ms. Berenice Rodriguez at (626) 575-2327.

Enrollment by Student Group

The total enrollment at the school was 403 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	78.90%
English learners	21.10%
Students with disabilities	10.70%
Foster youth	0.00%
Homeless	10.20%



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

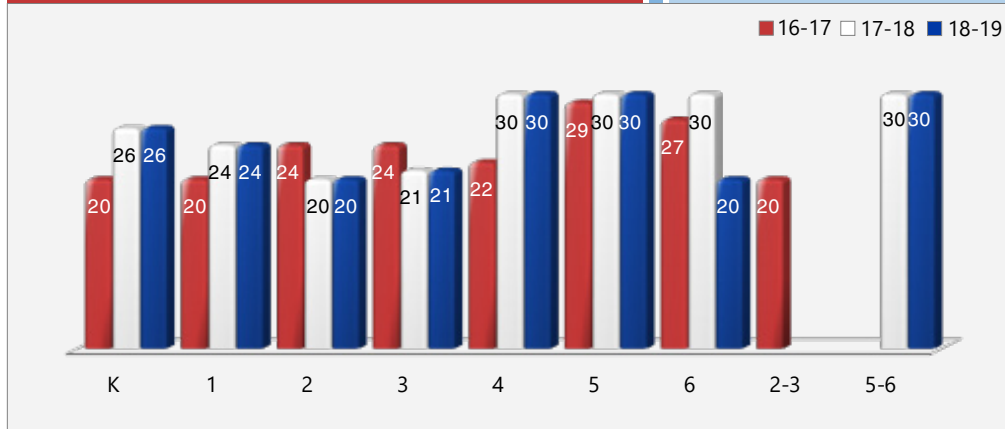


Class Size Distribution

The bar graph displays 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



Number of Classrooms by Size

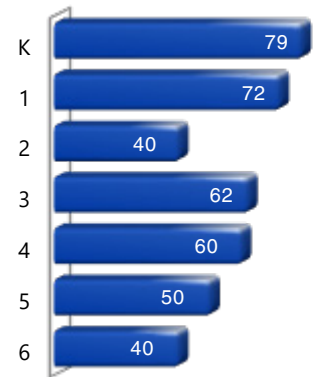
Three-Year Data

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

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



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

Cleminson ES			
	16-17	17-18	18-19
Suspension rates	0.5%	0.5%	0.0%
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%

School Safety

Students, staff and parents take pride in our school. Cleminson School offers a very safe and secure environment for students, staff, parents and visitors. All staff must wear identification badges, including district personnel and outside construction contractors. Parents and visitors are required to sign in and out of the school and to wear an identification tag provided by the school. The school is also outfitted with 12 security cameras. Also, parent volunteers must pass a background check that includes TB test and fingerprint clearance.

We have four cafeteria/playground supervisors for our breakfast and lunch programs, as well as teachers on duty at dismissal time. Playground supervisors work closely with staff to see that children enjoy safe activities.

There is an active Safety Committee, consisting of teachers and support staff that meet quarterly to evaluate the safety of the campus. In addition, monthly emergency drills are conducted to ensure student and staff awareness of emergency procedures.

Our School Safety Plan is designed to address general safety drills, such as fire, earthquake and intruders on or near the campus. In addition, the Safety Committee looks at possible safety hazards on-site, so that we can maintain a safe operating environment. In October, 2019, the Safety Committee reviewed the status of the School Safety Plan and reported its findings to the school staff.



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	
	Cleminson ES		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	
	Cleminson ES		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	68%	65%	51%	51%	50%	51%
Mathematics	56%	56%	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		Cleminson ES
		Grade 5
Four of six standards		19.6%
Five of six standards		29.4%
Six of six standards		29.4%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–6.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Results by Student Group: English Language Arts (grades 3-6)

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	213	207	97.18%	2.82%	64.73%
Male	100	97	97.00%	3.00%	55.67%
Female	113	110	97.35%	2.65%	72.73%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	72	69	95.83%	4.17%	82.61%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	126	123	97.62%	2.38%	52.85%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	11	11	100.00%	0.00%	72.73%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	177	172	97.18%	2.82%	61.05%
English learners	71	65	91.55%	8.45%	50.77%
Students with disabilities	28	27	96.43%	3.57%	7.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	21	17	80.95%	19.05%	47.06%

❖ 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.

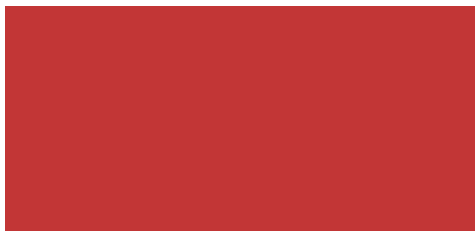




CAASPP Results by Student Group: Mathematics (grades 3-6)

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	213	211	99.06%	0.94%	55.92%
Male	100	99	99.00%	1.00%	50.51%
Female	113	112	99.12%	0.88%	60.71%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	72	71	98.61%	1.39%	80.28%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	126	125	99.21%	0.79%	39.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	11	11	100.00%	0.00%	81.82%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	177	176	99.44%	0.56%	51.14%
English learners	71	69	97.18%	2.82%	47.83%
Students with disabilities	28	27	96.43%	3.57%	7.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	21	21	100.00%	0.00%	38.10%

❖ 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, EMCS D 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	<i>Math Expressions</i> , Houghton Mifflin (K-5)	2015	
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (6-8)	2015	
Science	<i>California Science</i> , Pearson Scott Foresman (K-5)	2007	
Science	California Science, Earth, Life, Physical Science; Holt, Rinehart and Winston (6-8)	2007	
History/social science	<i>My World</i> , Pearson (K-5)	2018	
History/social science	Impact, McGraw-Hill (6-8)	2018	

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	

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.

✧ Not applicable.

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	0%
Foreign language	✧
Health	✧

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	8/15/2019	
Date of the most recent completion of the inspection form	8/15/2019	

School Facilities

Originally built in 1940, Cleminson is one of the older campuses in the EMCSD. Modernization took place from 2002-04, and a major construction project that features a new library-media center, classrooms, restrooms, and a drop-off and pick-up area and parking lot were completed in September 2004.

In recent years, new internet cables were added as part of the E-rate upgrade of our communications and internet system for each room. Smoke detectors and outside security lighting were also installed. In addition, a new playground was constructed as part of the growth project. This new playground provided us with enough basketball and tetherball courts to serve our student population. New computers were added in each room for teachers to take student attendance and to use as a resource for maintaining grades and downloading research or programs from the internet.

During the 2005-06 school year, our current library was upgraded to reflect the Accelerated Reader program, and approximately \$15,000 was spent on new library books. In addition, we received a \$1,000 Reading by 9 grant from the Rotary Club of San Marino, which enabled us to upgrade our grade K-4 classroom libraries. We also were able to expand and update our library computer system for student research by the addition of six new computers and a central printer.

Near the end of the 2005-06 school year, we completed construction of a computer lab. There are 30 student computers and one teacher computer in the room. In the 2010-11 school year, a second computer lab was added. All computers in the labs are networked with classroom and library computers. Also in the summer of 2006, a large covered patio area was constructed that features 12 in-ground tables, which seat six to eight students. This structure is the first of its kind at Cleminson, and the students use this area for lunch and for doing homework after school. For the 2018-19 school year, our grades K-6 students have a 1:1 Chromebook ratio.

Cleminson students reflect a genuine pride in their campus. We have one full-time custodian and one part-time custodian on staff. Our custodians ensure a clean, safe environment where learning takes place.



"Cleminson School is a California Distinguished School."

School Mission Statement

The mission of Cleminson School is to create a community in which students, parents and teachers work together to foster a positive school experience that sets a strong educational foundation for each child to become a productive member of society.

School Vision Statement

Cleminson students are actively engaged in classroom instruction that reflects best practices, a focus on literacy development in all classes, and opportunities to demonstrate learning in a variety of ways. School climate is safe and positive; parents are partners in their children's education. Teachers operate as professional learning communities to assess student learning, set SMART goals, and use results of data to guide and inform instruction.



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



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	Cleminson ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	19	19	19
Without a full credential	5	0	0	0
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		
		Cleminson ES		
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



"We believe that all students come to our school with many valuable assets to share with one another."

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

✧ Not applicable.



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	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.4
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.6
Resource specialist (nonteaching)	1.0



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
Cleminson ES	\$4,710	\$85,360
El Monte City SD	\$4,767	\$88,846
California	\$7,507	\$82,663
School and district: percentage difference	-1.2%	-3.9%
School and California: percentage difference	-37.3%	+3.3%

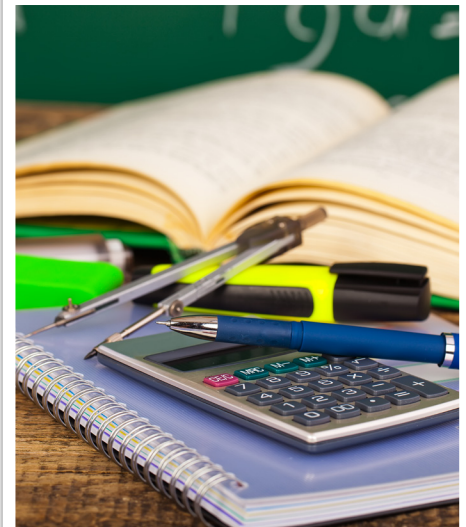
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

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	\$7,390
Expenditures per pupil from restricted sources	\$2,680
Expenditures per pupil from unrestricted sources	\$4,710
Annual average teacher salary	\$85,360



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

PUBLISHED BY:

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