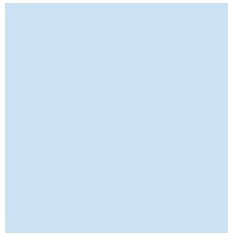


SARC

School Accountability Report Card 2018-19

Published in 2019-20



Shirpser School

"Where leaders learn and grow."

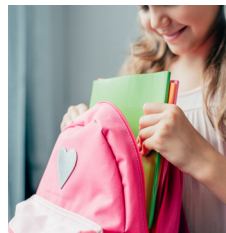
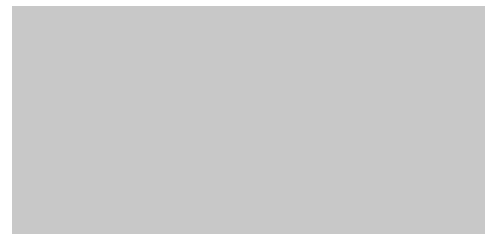
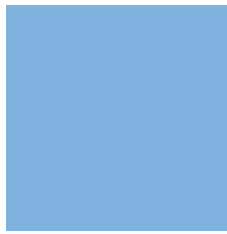
Grades TK-6
CDS Code 19-64501-6013189

Veronica Ortiz
Principal
vortiz@emcsd.org

4020 North Gibson Road
El Monte, CA 91731
(626) 575-2393

shirpser.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

At Shirpsers School, we strive to create a climate where scholars are actively involved in learning essential academic skills and positive social and interpersonal skills that will ensure their success as they proceed to middle school, high school and higher learning. Our scholars learn and practice The 7 Habits of Highly Effective People.

Our school vision is to be a school where:

- Children learn Common Core State Standards, along with 21st century leadership and life skills. Students are provided opportunities to demonstrate leadership and interpersonal skills and to take ownership of their learning.
- The staff is involved in planning and implementing a rigorous, standards-aligned curriculum that challenges our students, provides for differentiation as needed, and nurtures students' growth as members of our larger community.
- Parents are informed about and supportive of the instructional program, and they volunteer and participate at the school whenever possible.

The total school program is implemented through a continuous process of analyzing student data to gain information about student achievement. We use these results to guide and inform our instruction. This is an ongoing process that engages our staff in planning and delivering instruction that is targeted and focused to ensure all scholars are successful. As a group, we take opportunities to recognize members of the school community—students, parents and staff, for accomplishments. As a staff, we strive to be lifelong learners; we model and teach the 7 habits of effective leaders, and we support our scholars in becoming leaders in all aspects of their learning.

Shirpsers School provides students with a rigorous standards-aligned program at all grade levels. In order to accomplish this, we provide our staff with ongoing professional development in specific areas, as determined by our analysis of our students' progress and needs, with a specific focus on addressing the needs of our English-language learners. Our staff is engaged in professional development in the areas of Cognitive Guided Instruction, which focuses on problem-solving and mathematical reasoning, student engagement strategies, and training in our new English language arts (ELA) adoption. Our staff has also made the commitment to work toward becoming a Leader in Me model Lighthouse School; we are engaged in year three of our planning and implementation of The Leader in Me process. We have finished phase one of environmental enhancements that are visually appealing and motivating for students and visitors to our campus.

Daily instruction is focused on developing literacy in all content areas and laying a strong foundation in math concepts and real-life problem-solving. In addition, effective, research-based student engagement strategies are woven throughout each instructional period for all students. We have increased the number and availability of technology devices, so that each of our students has daily access to technology as a tool to enhance learning.

We provide additional support and enrichment opportunities via our Tier I intervention programs. These programs are both classroom-based and technology-based in order to individualize instruction so our students receive the support and opportunities that support their learning. Examples of our programs include ST Math, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Cars & Stars, Accelerated Reader, and Zingy Learning. These are in addition to the core programs we provide. We partner with LEARN (Learning Enrichment & Academic Resources Network), a nonprofit educational agency, to provide a safe after-school program that combines enrichment-learning activities with homework assistance and cooperative team sports programs. This program is called Aspire, and the program serves our K-6 students. In addition, we offer after-school coding classes for our students in grades 2-5, as an extension of their learning day.

Student recognition takes place monthly. We recognize our students for attendance, leadership, and academic improvement and achievement. Each quarter, we recognize students for achievement in sight word recognition, proficiency in multiplication facts, honor roll, benchmark assessment growth and Scholastic Reading Inventory/Lexile growth. End-of-the-year recognition is schoolwide, and we celebrate students' cumulative successes.

We are proud of our achievements. Our current attendance rate is 98.1 percent monthly. Our Student Lighthouse Team is actively engaged in building a playground environment that is based on the 7 habits. Also, our students have meaningful leadership roles at our school. For example, we have Welcome Ambassadors, Cross Age Tutors, playground leaders, as well as classroom positions of leadership and ownership. Student Lighthouse provides an opportunity for our students to plan and coordinate school and family activities. We have an active Girls on the Run Team that trains together, learns leadership and communication skills, and practices together to run in 5K events. Our students are engaged the fine arts, through general music, band and choir; these enrich our school community. We are also proud of our parent participation. In addition to the English Learner Advisory Committee (ELAC) and School Site Council, our parents engage via our Parent Booster Club, which is dedicated to serving our school community and improving our extended community as well. Our Parent Boosters are focused on planning activities for families that bring our school community together.

We are definitely "Spartans on the Move!"



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



School Mission Statement

Shirpsers School staff, students and community interact and learn in a respectful, trusting atmosphere, utilizing the 7 Habits of Effective Leadership. Academic achievement and social responsibility are fostered through creative and rigorous instruction based on district-adopted curriculum that is cooperatively planned and implemented by staff. It is our goal to emphasize mental and physical health and give students the skills necessary to become productive and involved 21st century citizens.

School Vision Statement

Preparing students for college and career readiness.



Parental Involvement

Our parents participate in planning, carrying out and evaluating school programs and are directly involved in the classroom education of their children through our parent organizations and our parent-volunteer opportunities. Parents participate as members on the School Site Council (SSC) and our English Learner Advisory Committee (ELAC). In addition to these on-site committees, parents participate in the District English Learner Advisory Committee (DELAC) and Key Communicators. Parents also participate in our Shirpsers Parent Booster Club, which is dedicated to serving our school community and completing projects that improve our extended community. All parent meetings are scheduled and listed in our monthly parent calendar and online on our website.

Parents have the opportunity to volunteer in the classroom, library, on field trips and for other school programs. Parents are always welcome to attend school assemblies and activities.

Our parents generously give of their time to support our fundraising efforts and partner with our staff to provide rewards and incentives for our students. We are proud to note that we also have a number of grandparents who are actively involved as volunteers and as members of our parent organizations.

Shirpsers School and the El Monte City School District offer parent workshops that assist parents in playing an active role in their child's education. Every month, parents receive the monthly parent calendar for school-to-parent communication. Parents also receive parent notices for special events and/or a phone call from Connect-Ed or school APP. Parents also receive a Parent School Handbook at back-to-school night. Parents access our school website, <http://shirpsers.emcsd.org>, which contains upcoming events and news regarding our school. Our district also launched a smartphone app that further supports active school-to-home communication. We have also created a Facebook page and encourage the community to follow us.

Our district provides support for families via the Jeff Seymour Family Center, located on the former Mulhall School campus.

For more information on how to become involved at the school, contact our, community liaison, at (626) 575-2393.



"Shirpsers School provides students with a rigorous standards-aligned program at all grade levels."

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.

Suspensions and Expulsions							Three-Year Data		
	Shirpsers School			El Monte City SD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	1.3%	0.5%	0.6%	1.4%	1.2%	0.5%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



School Safety

Safety of students and staff is a primary goal of Shirpsers School. We believe that maintaining a safe, orderly environment is essential to learning. Assigned staff and supervision assistants monitor school grounds before, during and after school. The school is a closed campus, and all visitors must sign in at the front office to receive a badge or school pass. Our district has installed safety cameras and office monitors as an additional safety precaution for our school.

The school safety plan provides students and staff members a means to ensure a safe and orderly learning environment. Our school safety plan is updated annually and was last reviewed, updated and discussed with the school faculty in September 2019.

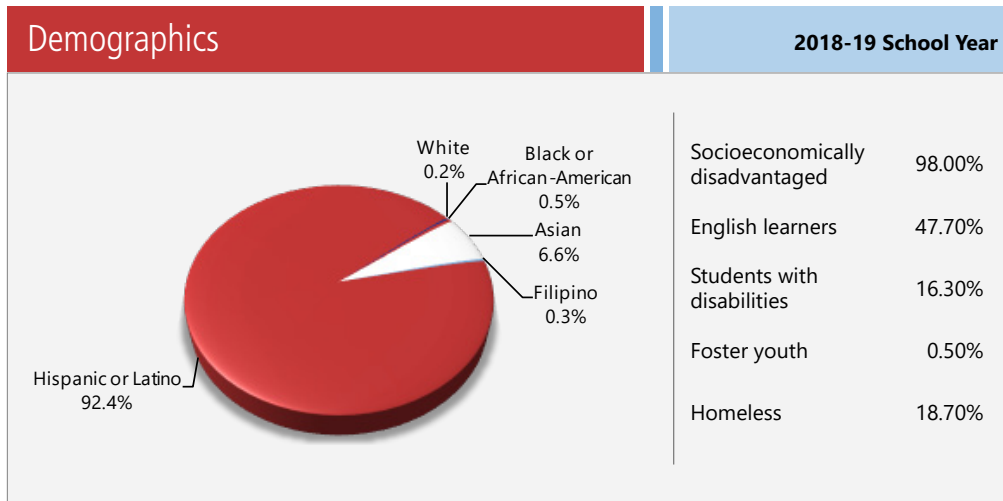
Although site information changes throughout the school year, we make every attempt to keep information current. An updated copy of the plan is available to the public at the school. The following is included in the school safety plan:

- Notification to teachers pursuant to Education Code Section 49079
- Sexual harassment
- Provision of a schoolwide dress code
- Safe ingress and egress
- Safe and orderly school environment
- Goals and objectives
- Assessment of school crimes
- Child-abuse reporting
- Disaster procedures, routines and emergencies
- Policies related to suspension and expulsion



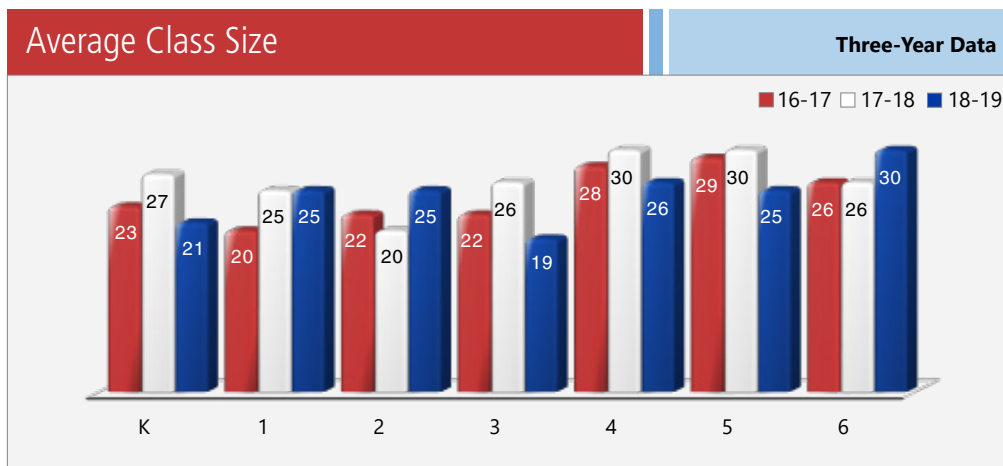
Enrollment by Student Group

The total enrollment at the school was 589 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

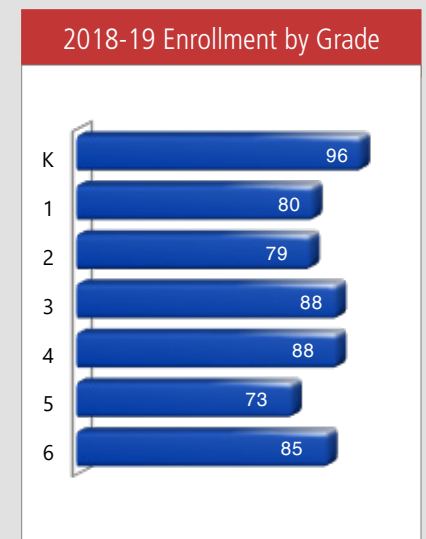
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



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	3				3			3	
1		4			3			3	
2		4			4			3	
3		3			3		4		
4		3			2.5			3	
5		3			2.5			3	
6		3			3			2	

Enrollment by Grade

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



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



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	
	Shirpsers 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	
	Shirpsers School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	41%	41%	51%	51%	50%	51%
Mathematics	33%	34%	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		Shirpsers School
		Grade 5
Four of six standards		19.7%
Five of six standards		16.9%
Six of six standards		22.5%

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	307	303	98.70%	1.30%	40.92%
Male	170	168	98.82%	1.18%	33.33%
Female	137	135	98.54%	1.46%	50.37%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	20	100.00%	0.00%	75.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	286	282	98.60%	1.40%	38.65%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	307	303	98.70%	1.30%	40.92%
English learners	218	214	98.17%	1.83%	36.92%
Students with disabilities	52	52	100.00%	0.00%	7.69%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	61	57	93.44%	6.56%	47.37%

❖ 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.

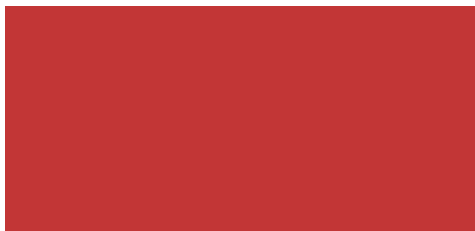
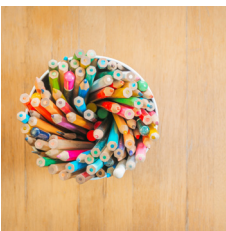




CAASPP Results by Student Group: Mathematics (grades 3-6)

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	307	306	99.67%	0.33%	33.66%
Male	170	169	99.41%	0.59%	33.14%
Female	137	137	100.00%	0.00%	34.31%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	20	100.00%	0.00%	60.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	286	285	99.65%	0.35%	31.93%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	307	306	99.67%	0.33%	33.66%
English learners	218	218	100.00%	0.00%	28.44%
Students with disabilities	52	52	100.00%	0.00%	9.62%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	61	61	100.00%	0.00%	42.62%

❖ 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, EMCSO 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	✧
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		8/2/2019
Date of the most recent completion of the inspection form		8/2/2019

School Facilities

Shirpsers School was built in 1952. Our two-story building and administration office were completed in 2006. The administration office houses the main office, principal's office, nurse's office, staff workroom, staff lounge, restrooms and the outreach consultant's office. In addition, our campus includes the following structures:

Classrooms:

- One transition kindergarten room
- Three kindergarten, first-grade, second grade, fourth grade, and fifth grade classrooms
- Four third-grade classrooms
- Two sixth grade rooms
- Two specialized academic instruction (SAI) program classrooms
- One speech classroom
- One classroom that houses our school psychologist and our Teacher on Special Assignment (TOSA)
- One classroom for general music, choir and band
- One staff lounge
- One library with about 5,000 books and three computers;
- Two computer labs with 60 new computers and black-and-white and color printers
- Three special-education classes with pods of iPads for student support
- One multipurpose room/cafeteria
- 18 classroom sets of portable Chromebooks for use in classrooms; these are housed in mobile carts in each classroom of grades 1-6
- One set of 30 iPads for student use; these are housed in a mobile storage cart
- A new, extended covered patio with seating for 90 students and guests

Shirpsers School makes every effort to provide a safe, clean environment for students, staff, parents and volunteers. Our custodial staff performs basic cleaning operations in each classroom. We have one head custodian who works from 5:30 a.m. to 2 p.m., and one evening custodian who works from 1 p.m. to 9:30 p.m. Should the need arise, the removal of graffiti takes place prior to the start of school, and repair of necessary facilities are prioritized accordingly. Gates are kept closed during the school day and during the after-school program.

During the school day, visitors check in at the office before entering the campus. All guests, once properly checked in, receive and wear an ID badge identifying them as a guest on campus.

Classroom space, office facilities, the library and restroom facilities are presently adequate to support our instructional programs. Teachers and supervision assistants supervise the students before school, during recesses and the lunch periods and at dismissal.

Continued on sidebar

School Facilities

Continued from left

Classroom space, office facilities, the library and restroom facilities are presently adequate to support our instructional programs. Teachers and supervision assistants supervise the students before school, during recesses and the lunch periods and at dismissal.

The office building, all classrooms and the library are equipped with cable drops with internet access and wireless internet access. Each classroom for grades 3-6 has a set of Chromebooks and storage cart. First grade classes will have a classroom set of Chromebooks by December 2018. Grades TK-2 have a pod of new desktop computers in each classroom. All classrooms are equipped with a laptop for the teacher, document camera and smart TV to support instruction. We have two computer labs with 60 new desktop computers.

Our school received a gift from an alumnus, Assemblyman Roger Hernández. He commissioned a professional painter to create a mural for the front of our school, depicting community pride. This art enhances the entrance to our school. The inspiration for the mural came from a student's original design.

Our district provided a new colorful wall-size mural with our school mascot that faces Gibson Road, and serves as an advertisement for the positive work we do at our school.

Our school received new energy-efficient exterior lighting in October 2015, and in spring of 2016, received schoolwide security cameras and two security monitors located in the office in order to monitor and ensure safety.





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	Shirpsers School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	28	25	26
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		
		Shirpsers 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

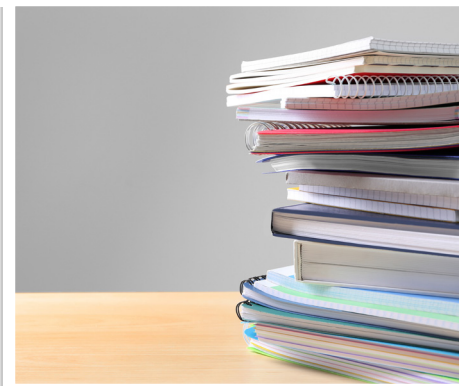


"Shirpsers School provides students with a rigorous standards-aligned program at all grade levels."

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)	0.25
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.00
Social worker	0.50
Nurse	0.00
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	1.50
Other	FTE
Teacher on Special Assignment (TOSA)	1.00



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
Shirpsr School	\$3,905	\$88,517
El Monte City SD	\$4,767	\$88,846
California	\$7,507	\$82,663
School and district: percentage difference	-18.1%	-0.4%
School and California: percentage difference	-48.0%	+7.1%

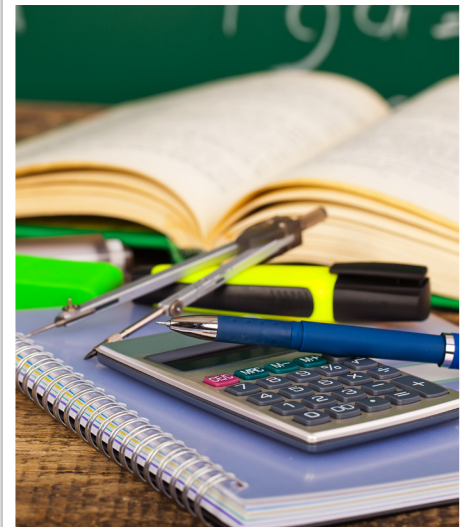
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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	\$7,059
Expenditures per pupil from restricted sources	\$3,153
Expenditures per pupil from unrestricted sources	\$3,905
Annual average teacher salary	\$88,517



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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