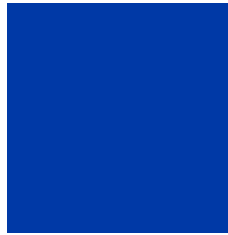
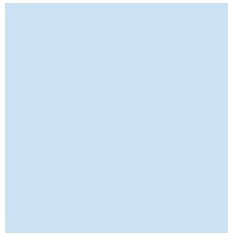


SARC

School Accountability Report Card 2018-19

Published in 2019-20



Le Gore School

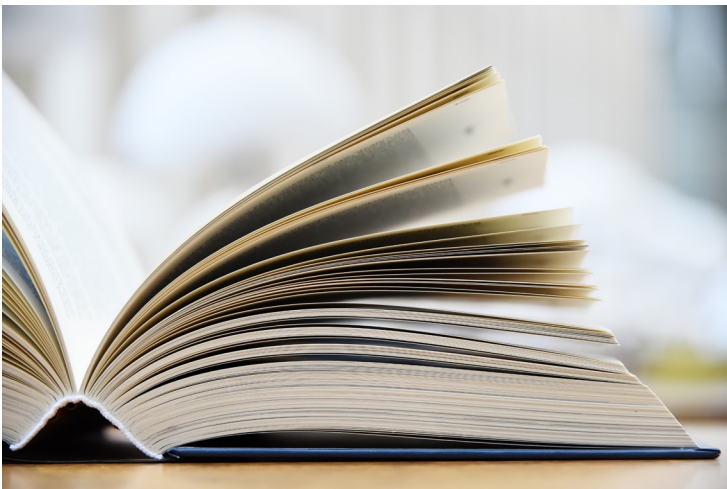
Grades K-6
CDS Code 19-64501-6013205

Adriana Garcia
Principal
agarcia@emcsd.org

11121 Bryant Road
El Monte, CA 91731
(626) 575-2329

legore.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



"Staying on Target to Lead Like Champions!"



Principal's Message

Ensuring success for all students is the top priority at our school. We are a grades TK-6 school with a total of 20 general education teachers, and two special day classes (SDCs), along with other valuable staff members who work as a team to provide the best instructional program possible for all students. When our students graduate from high school and are able to choose the path for their future, we will have succeeded. Our place in their lives is to prepare them to reach their dreams.

Our school provides a safe and orderly environment with clear and focused learning goals for all students. Every day, students strive to be safe, responsible and productive learners. Our various instructional programs work in harmony to produce great gains in student achievement. We believe that the journey has just begun and look forward to continued success.

We will continue to implement the Common Core State Standards and participate in district professional development for Common Core instruction and strategies. Teachers will continue to meet regularly with their team to plan lessons and assess student data.

All students have access to check out books daily from our library and utilize one of our two computer labs. Students also have access to chrome books and ipads in their classrooms. These resources will allow students to access Accelerated Reader Program and utilize technology as part of their daily instruction across all grade levels. Additionally, students have music instruction on a weekly basis, which includes band for middle-grade students and chorus. New to us this year will be LEGO robotics for all students.

We are also happy to say that we have a Teacher on Special Assignment (TOSA) assigned to our school to serve as an instructional and data resource to our teachers. This year we have a health clerk five days a week and a nurse one day a week. We are also able to provide counseling services for students by partnering with universities that send us counseling interns to work with our students as they further their studies in sociology and psychology.

Parental Involvement

At Le Gore School, we believe that families are a child's first and most important teacher. If teachers and families work together, children succeed. We strive to develop effective, meaningful partnerships with our families. We sponsor workshops for parents that assist them in helping their child be successful in school. We encourage parents to participate in the learning process and be involved at Le Gore School.

Two important committees that parents are elected members of and that support our school programs are the School Site Council (SSC) and English Learner Advisory Committee (ELAC). Parents are elected to represent the school community by other parents. These committees assist with program implementation, assessing student needs, and the creation and approval of the school plan and budget that supports our instructional programs.

Parents are always welcome at LeGore School. We hold two coffees-with-the-principal meetings a year. Parents also regularly meet in the parent room to attend workshops such as the Latino Family Literacy Program or Parent Engagement and Self-Advocacy (PESA) workshops. The Parent Lighthouse also meets monthly to plan schoolwide activities and strengthen our homeschool community. This year as a Leader In Me school we will continue to provide parent training on The 7 Habits of Happy Kids of Highly Effective People.

Our school holds a yearly family night to strengthen our homeschool community. This year we will be focusing our family night on the Visual Arts.

Volunteering in the classroom or helping supervise students on field trips are additional ways in which parents can get involved.

For more information on how to become involved at the school, please contact our community liaison, Vanessa Coronel, at (626) 575-2329, extension 1642.

School Safety

Le Gore School participates in monthly emergency drills. Rules for safe entrance and egress are printed on the front of the school calendar. Safety committee team leads and Leadership team meet to discuss emergency procedures as needed. Parents contribute to the school safety plan in the spring of each year. The school safety plan was last reviewed, updated and discussed with the school faculty in December 2019.

The school safety plan addresses the response for various types of emergencies, such as disasters, fire, earthquakes, lockdowns, toxic clouds and more. Staff members wear ID tags, as do visitors. First-aid and CPR training are offered on a rotating basis to staff. Parents and student runners help at disaster drills.

Every year we participate in the Great American Shake Out drill to practice our Earthquake safety procedures. This year we have access to the CATAPULT emergency system which allows us to report emergencies as they arise to all staff and law enforcement if needed.

All visitors to campus must report to the school office to obtain a visitor's pass. Parents must report to the office if they want to take their children prior to scheduled dismissal time. Children are sent home only with adults who are listed on emergency cards.



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.



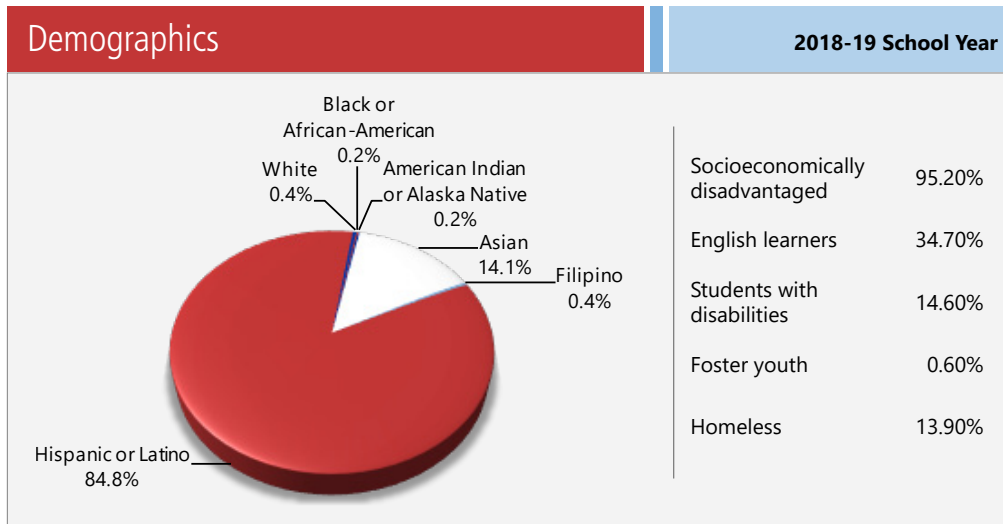
School Board

Jennifer Cobian, President
Elizabeth Rivas, Vice President
Julia Ruedas, Clerk
Lisette Mendez, Member
David Siegrist, LACSTA Representative



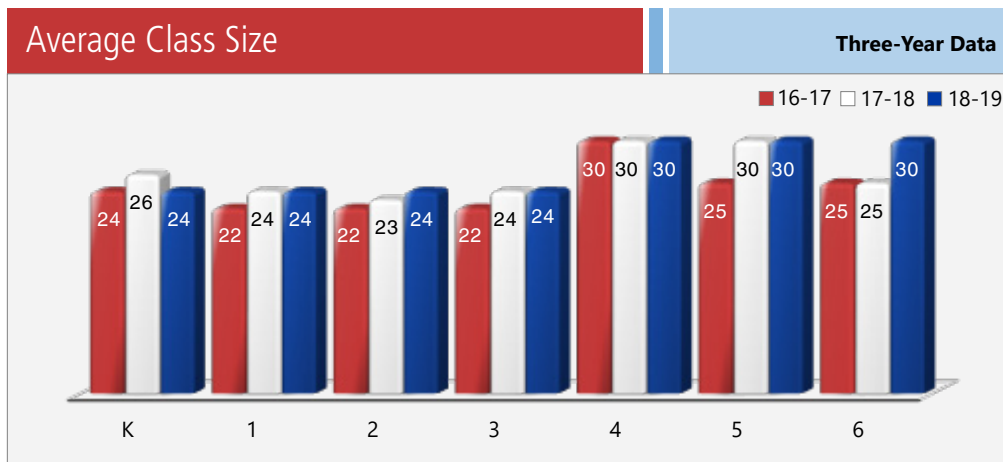
Enrollment by Student Group

The total enrollment at the school was 519 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

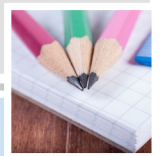
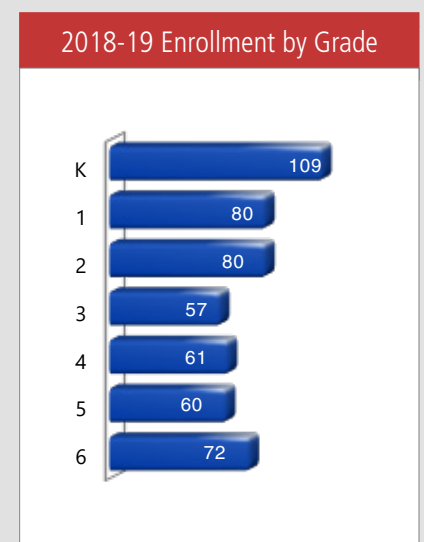
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, 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		3			3			3	
2		3			3			3	
3		3			3			3	
4		2			2			2	
5		3			2			2	
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.



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

Le Gore School			
	16-17	17-18	18-19
Suspension rates	0.4%	0.2%	0.3%
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	
	Le Gore 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	
	Le Gore School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	55%	59%	51%	51%	50%	51%
Mathematics	44%	55%	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		Le Gore School
		Grade 5
Four of six standards		14.3%
Five of six standards		12.5%
Six of six standards		37.5%

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	245	244	99.59%	0.41%	58.61%
Male	134	133	99.25%	0.75%	53.38%
Female	111	111	100.00%	0.00%	64.86%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	34	34	100.00%	0.00%	79.41%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	210	209	99.52%	0.48%	55.02%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	240	239	99.58%	0.42%	57.74%
English learners	135	134	99.26%	0.74%	55.22%
Students with disabilities	30	30	100.00%	0.00%	30.00%
Students receiving Migrant Education services	11	11	100.00%	0.00%	54.55%
Foster Youth	❖	❖	❖	❖	❖
Homeless	28	28	100.00%	0.00%	64.29%

❖ 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.

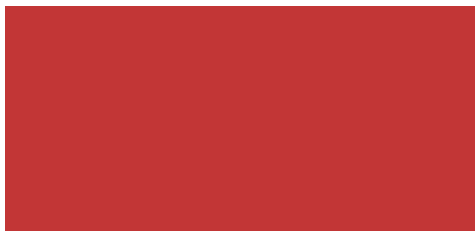




CAASPP Results by Student Group: Mathematics (grades 3-6)

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	244	243	99.59%	0.41%	55.14%
Male	133	132	99.25%	0.75%	56.06%
Female	111	111	100.00%	0.00%	54.05%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	34	34	100.00%	0.00%	91.18%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	209	208	99.52%	0.48%	49.52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	239	238	99.58%	0.42%	54.62%
English learners	135	134	99.26%	0.74%	54.48%
Students with disabilities	30	30	100.00%	0.00%	43.33%
Students receiving Migrant Education services	11	11	100.00%	0.00%	54.55%
Foster Youth	❖	❖	❖	❖	❖
Homeless	28	28	100.00%	0.00%	64.29%

❖ 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 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	

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
Le Gore School	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

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

Quality of Textbooks

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

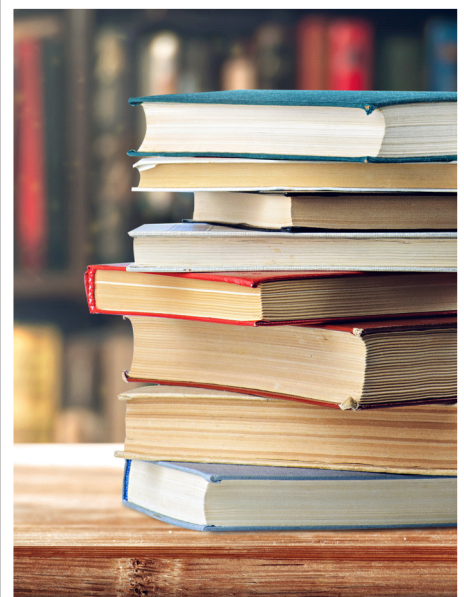
Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all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

School Mission Statement

At Le Gore School, our mission is to create student leaders that will LEAD: They will Lead by example, Encourage others, Achieve goals together, and, above all, Do the right thing.

School Vision Statement

To cultivate successful lifelong learners.





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	8/29/2019	
Date of the most recent completion of the inspection form	8/29/2019	

School Facilities

This campus was dedicated in 1953. Le Gore received extensive modernization with environmental and accessibility renovations in 1994. In 1999, the residents of El Monte passed local bond Measure K. Le Gore received new lighting, a new playground structure, paint, fencing and a parking lot. Measure J brought classroom remodeling, a new library, computer lab and parking lot.

The passing of the Measure KC allowed for the construction of a two-story building that includes 10 classrooms; a library; computer lab; staff meeting room; and offices for our school psychologist, attendance counselor and community liaison. Students in grades 4-6 currently use the new building.

Le Gore has two full-time custodians. They are on schedules that allow campus coverage from early morning to late night. All rooms and restrooms are cleaned on a rotating schedule. The outdoor covered eating area is washed down daily. In addition to this regular maintenance, school grounds are kept up once a week by a district-assigned gardener.

The playground assistants conduct all playground supervision for recess and lunch. Teachers conduct morning and after-school supervision.

During the 2014-15 school year, Le Gore was repainted as well as upgraded to energy-efficient LED outdoor lighting. Security cameras were installed throughout campus to increase campus security in 2017.



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.



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	Le Gore School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	25	24	24
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		
		Le Gore 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



"LeGore is part of the Leader In Me program. Leadership building skills are embedded in our day to day instruction and school culture."

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)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
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
Le Gore School	\$4,037	\$85,120
El Monte City SD	\$4,767	\$88,846
California	\$7,507	\$82,663
School and district: percentage difference	-15.3%	-4.2%
School and California: percentage difference	-46.2%	+3.0%

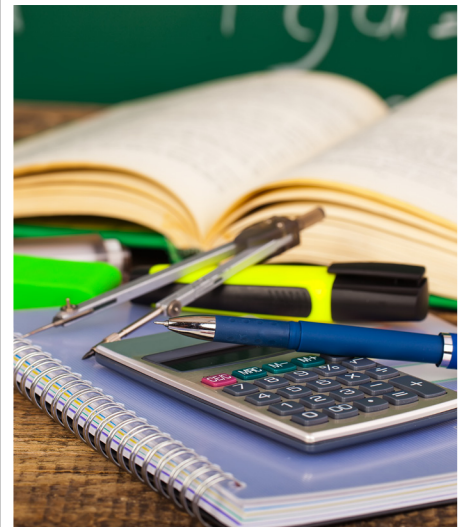
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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	\$6,879
Expenditures per pupil from restricted sources	\$2,842
Expenditures per pupil from unrestricted sources	\$4,037
Annual average teacher salary	\$85,120



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:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234