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El Monte Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	El Monte Elementary School
Street	1400 Dina Drive
City, State, Zip	Concord, CA 94518
Phone Number	(925) 685-3113
Principal	Erin DeMartini
Email Address	demartinie@mdusd.org
Website	http://elmonte.mdusd.org/
County-District-School (CDS) Code	07 61754 6004048

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

About Our School

Welcome back to our returning Bulldogs and our new Bulldogs!

Our school rules are: Be Safe, Be Respectful, Be Responsible and Be an Ally. We continue to practice our "I" messages and solving conflicts in a productive way with adult support. Our goal is that every child and adult on campus feel they belong, are cared for and have opportunities to share their valuable talents to enrich our community. We encourage all students and staff to be upstanders and help one another solve problems and make good choices. As a staff and school community, we make it a priority to celebrate student success with positive office visits and school wide rewards such as our Bulldog Student Store and Life Skill awards. We also help all students learn from their mistakes and celebrate a growth mindset in our classrooms. We are committed to disrupting patterns of institutionalized racism found in schools and are working hard on bringing an Equity mindset to our curriculum and event planning. Together we can continue to make El Monte a great place to learn and grow.

El Monte is a place of rigorous academic expectations, highly qualified teachers, and students who love to learn. We care about the whole child and work hard to meet the emotional needs of every child as well as prepare our students to be college and career ready. We celebrate the diversity of our student population and families and work to create our lessons with an equity lens so our learners see themselves in our classrooms daily.

Our school mission statement is as follows: In order to set a solid foundation for the future, El Monte strives to achieve academic standards and social emotional learning while providing a safe learning environment, celebrating diversity, fostering exemplary life skills and establishing on-going school-home connections.

Be Safe! Be Respectful! Be Responsible! Be an Ally!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	65
Grade 2	85
Grade 3	53
Grade 4	72
Grade 5	63
Total Enrollment	433

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.5
Asian	4.2
Filipino	2.3
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	0.7
White	22.2
Two or More Races	5.8
Socioeconomically Disadvantaged	63.7
English Learners	31.2
Students with Disabilities	12.5
Foster Youth	0.7
Homeless	2.5

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	25	25	1599
Without Full Credential	0	0	0	69
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
  • Determination of repair status for systems listed
  • Description of any needed maintenance to ensure good repair
  • The year and month in which the data were collected
  • The overall rating

Year and month of the most recent FIT report: 12/31/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	MU/STAGE - 4 ceiling tiles missing;
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Rm P1 - 2 lights not working; Rm 1 - 4 ballast our; Rm 2 - 2 lights or ballast our; Rm 6 - 1 light out; Rm 13 - 4 lights out; Girls and Boys restrooms near library missing diffuser lens; Library - Light out in prep area
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	42	40	51	50	50	50
Mathematics (grades 3-8 and 11)	36	26	39	39	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	191	179	93.72	6.28	39.66
Male	99	91	91.92	8.08	36.26
Female	92	88	95.65	4.35	43.18
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	102	92.73	7.27	26.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	35	34	97.14	2.86	61.76
Two or More Races	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	133	123	92.48	7.52	28.46
English Learners	86	78	90.70	9.30	24.36
Students with Disabilities	24	23	95.83	4.17	8.70
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	15	7	46.67	53.33	28.57

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	191	187	97.91	2.09	26.20
Male	99	96	96.97	3.03	30.21
Female	92	91	98.91	1.09	21.98

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	109	99.09	0.91	23.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	35	34	97.14	2.86	29.41
Two or More Races	13	13	100.00	0.00	23.08
Socioeconomically Disadvantaged	133	131	98.50	1.50	19.08
English Learners	86	85	98.84	1.16	17.65
Students with Disabilities	24	23	95.83	4.17	13.04
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	7.14

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.3	12.3	7.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

El Monte has a very active Parent Teacher Association. Parents play an active role in their child's education by reading to and with their children. In addition, parents can volunteer to help in the classroom, the library, before and after school, and by working in El Monte's beautiful gardens. El Monte also has a Spanish Parents group "Una Junta" who meets twice per month for parent education and social time. Parents also accompany students on educational field trips throughout the school year.

Parents play a vital part in leading extra-curricular activities such as the Fall Fest, Fun Run, Book Fairs, Science Fair, the Bulldog Family Dance and Bowling Night, Movie Night and other activities.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 685-3113 or email elmontepta1@gmail.com.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.5	1.3	2.7	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

El Monte's School Safety Plan addresses:
- • Description of the Rules (school wide rules, safety procedures measures to assist students with behavior)
- • Standards for Behavior
- • PBIS Incentive Programs
- • School Uniform Policy (new 2010-2011)
- • Implementation Responsibilities
- • Parent Involvement Plan
- • Student Involvement Plan
- • Noon supervisor training (Active Supervision)

Emergency procedures

Evacuation routes and procedures

Staff roles and duties in the event of an emergency

Updated emergency supply kits and supplies in all classrooms

The El Monte School Safety Plan was approved by the School Site Council at a public hearing on 2/14/19.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	3		22	2	2		23	1	3	
1	19	2	1		26		3		31		2	
2	20	1	3		16	4			21	1	3	
3	21	2	1		23		3		25		2	
4	29		2		33			2	21	1	2	
5	21	1	3		23	1	2		25		3	
Other**									9	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	721.7

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	.4
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,216.30	$4,481.57	$8,734.73	$78,350.00
District	N/A	N/A	$8,328.50	$78,217.00
Percent Difference - School Site and District	N/A	N/A	4.8	0.2
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	15.1	-5.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Single Plan for Student Achievement (SPSA) gives the site flexibility in the use of certain state-funded categorical resources to meet the educational and personal needs of every student. At El Monte Elementary School, the programs included in our SPSA are the School Improvement Program (SIP), a Response to Intervention Teacher, and the parent liaison/ community resource persons. English Language Learner Students receive 150 minutes a week of English Language Development instruction. Speech and Language and/or Occupational Therapy services as well as Resource are available to students as dictated by their Special Education Individualized Education Plan. After school intervention is offered to students struggling in various academic content areas. A lunchtime sports PBIS enrichment program and after school musical theater and STEM programs are offered to our grades TK-5 students. School Wide Positive Behavior Intervention Systems support all students achievement by providing structure and instruction in life skills and coping strategies as well as training in Restorative Practices.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,339	$48,612

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	$73,641	$74,676
Highest Teacher Salary	$98,346	$99,791
Average Principal Salary (Elementary)	$116,573	$125,830
Average Principal Salary (Middle)	$123,726	$131,167
Average Principal Salary (High)	$133,844	$144,822
Superintendent Salary	$280,000	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

El Monte staff is a community of life long learners. Staff development is an integral part of the school focus. Teachers participate in two annual buy back days as well as three additional Professional Development Days throughout the school year. Additionally, teachers create annual professional development plans at their grade level as part of their Single Plan for Student Achievement plan goals.

El Monte has participated in the following staff development training over the past three years:
- Priority Standards
- Assessment Strategies and Technology
- EADMS/IO Data Analysis Program
- iReady
- Wonders Curriculum Training
- English Language Development
- English Language Learners Training: ELPAC Test, Adequate Yearly Progress, Frontloading
- Facilities Master Plan Participation
- Guided Language Acquisition Development (GLAD)
- ADEPT assessment for ELD students
- Systematic ELD training
- EIE Science Training
- Critical Literacy
- Student Council Training
- Conflict Manager training
- Various Grade Level Workshops and Conferences related to Standards
- Outside Consultants
- Release time to meet, plan units or activities, look at resources materials and observe curriculum implementation or instructional strategies
- Single Plan for Student Achievement Peer Review
- Training on Students with Autism
- 504 Training
- Mind Up
- Soul Shoppe

- Thinking Maps
- Thinking Maps Write from the Beginning
- Restorative Justice
- Academic Conversations
- Social Thinking
- Trauma Informed Teaching Practices
- AVID
- Google Classroom
- Lexia
- Classroom Champions
- Equity Professional Development and Curriculum Development

The district coordinates a varied staff development programs for teachers and administrators based on assessed needs and state mandates. Three full days prior to school are dedicated to staff development, grade level collaboration and data analysis. Teachers invite district TOSAs into their classrooms to help them implement curriculum and priority standards.