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Grades 9-12

ARROYO HIGH SCHOOL

School Accountability Report Card
Reported Using Data from the 2023-24 School Year
Published During 2024-25

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Contents

About This School

Vision Statement
Arroyo High School inspires a passion for lifelong learning in all students. Our students grow as individuals and become responsible and productive citizens.

Mission Statement
Arroyo High School provides its students a high-quality, comprehensive, and meaningful education in a safe, positive, healthy environment. Students are equipped to be college and career ready, to collaborate in diverse groups, and to be productive members of the global community.

Motto
"Pursuing Excellence"

School Description
Arroyo High School (AHS) is in El Monte, California's beautiful San Gabriel Valley. AHS is one of five comprehensive high schools in the El Monte Union High School District that services different communities: El Monte, Temple City, and Arcadia.

The first class graduated in 1958; more than 20,000 students have received their high school diplomas from AHS since then. Graduates are in various professions, ranging from teachers (here at Arroyo) to college presidents, Academy Award winners, and Pulitzer Prize winners. The school is truly a comprehensive high school with a curriculum that meets our attendance area's wide range of needs. AHS provides all its students with college preparatory, vocational, and general education programs.

AHS has a reputation for having a very safe campus. Campus supervisors and one School Resource Officer (SRO) assist administrators, counselors, and staff in maintaining a school environment that is safe and secure for all students. Arroyo High School is truly a great place to go to school. Students, parents, teachers, staff, administration, and the community work together to provide all students with the opportunity to obtain a comprehensive educational experience based on each student's abilities and personal goals to prepare them for a successful future. Arroyo High School continues to look for new ways to reach parents and make them a part of the school community. Stronger parents and community participation on campus is an ongoing goal for Arroyo High School .

Principal's Message
We are a traditional and community-involvement school and are fortunate to be part of this great institution. At AHS, everyone earns the right to experience the educational process positively to reach their full potential. Every student, educator, and parent must strive to maintain and enhance academics, fine arts, electives, and extracurricular activities. The pursuit of excellence is an Arroyo tradition.

As Arroyo Knights, we are responsible for maintaining and promoting the fine traditions that have made Arroyo High School the stellar school in the El Monte Union High School District: scholarship, citizenship, sportsmanship, and tireless pursuit of excellence. We strive to bring pride to you, your family, and the Arroyo Blue, Black, and White.

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 9	397
Grade 10	429
Grade 11	432
Grade 12	440
Total Enrollment	1698

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	24.7
Black or African American	0.2
Filipino	0.5
Hispanic or Latino	72.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.2
White	1.7
English Learners	14.3
Foster Youth	0.1
Homeless	9.5
Migrant	1.4
Socioeconomically Disadvantaged	85.7
Students with Disabilities	12.0

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	2.1	0.5
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	2.1	0.8

Teachers Without Credentials Assigned Out-of-Field (considered "out-of-field" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.4	0.9	0.5
Total Out-of-Field Teachers	0.4	0.9	0.5

Class Assignments

Indicator	Percent 2020-21	Percent 2021-22	Percent 2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	2.7	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7	0.0	0.1

Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	72.5	93.2	337.3	90.0	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.0	1.3	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	5.8	1.6	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	0.6	8.4	2.3	12,115.8	4.4
Unknown	4.7	6.1	18.0	4.8	18,854.3	6.9
Total Teaching Positions	77.8	100.0	374.6	100	274,759.1	100.0

SCHOOL ACCOUNTABILITY REPORT CARD

Teacher Preparation and Placement (2021-2022)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.4	95.41	338.2	91.61	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	1.08	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.1	2.74	6.7	1.82	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	1.24	12.0	3.25	11,953.1	4.28
Unknown	0.4	0.59	8.2	2.29	15,831.9	5.67
Total Teaching Positions	78.0	100	369.2	100	279,044.8	100.0

Teacher Preparation and Placement (2022-2023)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	77.6	95.89	345.1	89.44	231142.4	100.0
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	1.06	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	1.03	11.2	2.92	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	0.68	13.2	3.44	11746.9	4.23
Unknown	1.9	2.38	12.1	3.14	14303.8	5.15
Total Teaching Positions	80.9	100.0	385.8	100.0	277698.0	100.0

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024-25)

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certifies that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below as of October 2, 2024. Our high schools offer students updated textbooks aligned to the California State content standards. Students receive a copy of the text to use for the semester in core areas (English, math, social science, science). In addition, for Advanced Placement Courses, textbooks approved by the AP Central (College Board) are recognized by the District as District Approved. The following is a list of some of the most current adopted textbooks:

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Language Arts	California Literature-McDougal Littell	2011	Yes	0%
	Literature & Language Arts-Holt	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2004	Yes	0%
	English 4P, The Alchemist	2017	Yes	0%
	Journalism: Publishing Across Media	2016	Yes	0%
	Study Sync w/ Designated ELD Units	2022	Yes	0%
Mathematics	Integrated Math 1, 2, 3 – Houghton Mifflin Harcourt	2016	Yes	0%
	Precalculus-Graphing & Data Analysis	2001	Yes	0%
	Calculus-A Complete Course	2001	Yes	0%
	Finite Mathematics: An Applied Approach, 11th Ed.	2017	Yes	0%
	Mathematics for Business and Personal Finance	2017	Yes	0%
Science	Biology, California Edition – McDougal Littel	2011	Yes	0%
	Biology, California Edition & Prentice Hall	2011	Yes	0%
	Chemistry-Houghton Mifflin	1992	Yes	0%
	Modern Chemistry (Holt)	1972	Yes	0%
	Physics-Principles & Problems	1978	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
	Intro to the Human Body	1992	Yes	0%
	Earth Science-California Edition	2006	Yes	0%
History-Social Science	World History: The Modern Era	2018	Yes	0%
	The Americans	1997	Yes	0%
	U.S. History	2019	Yes	0%
	The American Pageant	1983	Yes	0%
	Magruder's American Government	2018	Yes	0%
	Economics: Principles in Action	2018	Yes	0%
	Civics in Practice: Principles of Government & Economics	2014	Yes	0%
	Psychology-Themes & Variations	2000	Yes	0%
	Psychology and You	1995	Yes	0%
	Psychology, Psychology in Everyday Life	2017	Yes	0%

SCHOOL ACCOUNTABILITY REPORT CARD

Quality, Currency, and Availability of Textbooks and Instructional Materials (2024-25) - Continued

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Foreign Language	Spanish 1, 1X, 2, 2X, 3, & 4 AP	2017	Yes	0%
	Spanish 1P, Avancemos 1	2017	Yes	0%
	Spanish 2P, Avancemos 2	2017	Yes	0%
	Spanish 3P, Descubre 3	2017	Yes	0%
	Spanish 1X, Descubre 2	2017	Yes	0%
	Spanish 2X, Imagina	2017	Yes	0%
	French 1, 3, & 4	1997-2000	Yes	0%
	French 1P, D'accord! 1	2017	Yes	0%
	French 2P, D'accord 1	2017	Yes	0%
	French 3P, D'accord 2	2017	Yes	0%
	French 4P, D'accord 3	2017	Yes	0%
	Chinese 1, 2, & 3	2007	Yes	0%
	Chinese 1P, Zhen Bàng! Book 1	2017	Yes	0%
	Chinese 2P, Zhen Bàng! Book 1	2017	Yes	0%
	Chinese 3P, Zhen Bàng! Book 2	2017	Yes	0%
English Language Development	Edge Fundamentals, Edge, Level A & B	2011	Yes	0%
Health	Health	2007	Yes	0%
	Comprehensive Health (Goodheart-Wilcox)	2016	Yes	0%
Science Lab Equipment (9-12)			Yes	0%

Curriculum and Instructional Materials

Every classroom has at least one computer for both student and teacher use that is networked and has filtered Internet access; most of the academic classrooms have a digital projector, audio system, and visual display device connected to one of the computers in the classroom. In addition to the classroom computers, the Media Center has computers available for students to use before school, during lunch, and after school. The School-wide Learning Outcomes (SLOs) have been incorporated into the curriculum. Instruction is driven by the standards, data analysis, SLOs, SPSA, and the Focus on Learning (FOL) Action Plan.

Teachers have been trained and incorporate the following strategies in their classroom: AVID, Thinking Maps, Write Path, Teach Like a Champion, and researched-based instructional strategies. The science department incorporates NGSS into their curriculum.

School Facilities

School Facility Good Repair Status (School Year 2024-25)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on November 26, 2024.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	No repairs are needed at the time of inspection.
Interior: Interior Surfaces	**Good**	Ceiling tiles stained in more than one room.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs are needed at the time of inspection.
Electrical: Electrical	**Good**	No repairs are needed at the time of inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Good**	Loose toilet seats in several restrooms. Paper towel dispensers need replacing in the boy's and girl's locker rooms.
Safety: Fire Safety, Hazardous Materials	**Good**	No repairs are needed at the time of inspection.
Structural: Structural Damage, Roofs	**Good**	No repairs are needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Door closures need adjusting in more than one room.
Overall Rating	**Good 97.83%**	

SCHOOL ACCOUNTABILITY REPORT CARD

School Facility Conditions and Planned Improvements

Arroyo High School's original plant was constructed in 1954, and additions have been added as needed. The landscaping of the front of the school, Rally Square, Victory Square, and all athletic fields has been enhanced. A dry riverbed, symbolizing the school's name, runs through the middle of the campus. There are 79 classrooms, a Library, a band room, a choir room, computer labs, and nine redesigned science classrooms. A career center has been built in the middle of the campus. The gym consists of both a large and small gym. A dance room is also available. Additional lighting and external fencing have been added throughout the campus to augment security. Cameras have been set up throughout the campus. This has helped monitor the campus twenty-four hours a day. Safety drop-off zones have been added at different locations on campus. The district stadium includes an elevator, press box, and new handicapped ramps and seating.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed promptly. A work order process provides efficient service, and emergency repairs are given the highest priority. As a result, regular and corrective maintenance is handled on a priority basis, and emergencies are addressed immediately.

Cleaning Process and Schedule

The district makes great efforts to ensure that all schools are clean, safe, and functional. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist in this effort. The results of this survey are available at the school office or the district office.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school or district offices. In addition, the principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.
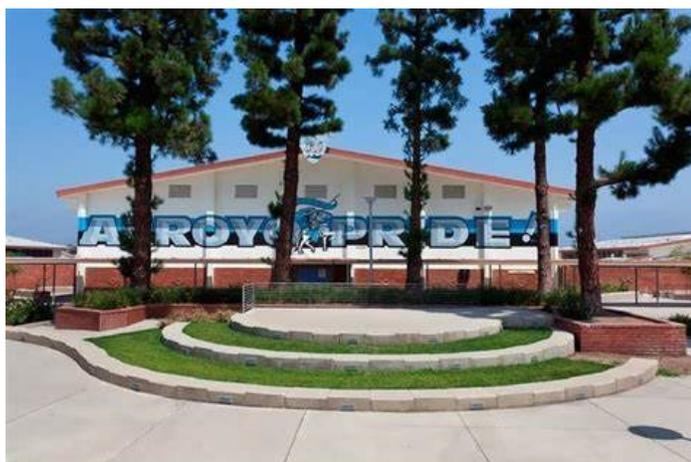
Pupil Outcomes

State Priority: Pupil Achievement

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:
1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready: 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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
ELA/Literacy	71	63	59	57	46	47
Mathematics	38	36	25	28	34	35

Note: Double dashes (--) are used in the table to protect student privacy when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	418	409	97.85	2.15	62.84
Female	205	202	98.54	1.46	67.33
Male	212	206	97.17	2.83	58.74
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	111	110	99.1	0.9	84.55
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	290	282	97.24	2.76	53.55
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	58	54	93.1	6.9	9.26
Foster Youth	0	0	0.0	0.0	0.0
Homeless	49	49	100.0	0.0	61.22
Military	—	—	—	—	—
Socioeconomically Disadvantaged	259	254	98.07	1.93	57.87
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	53	51	96.23	3.77	15.69

CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment—Grades Three through Eight and Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	418	410	98.09	1.91	36.10
Female	205	202	98.54	1.46	33.17
Male	212	207	97.64	2.36	39.13
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	111	110	99.1	0.9	77.27
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	290	283	97.59	2.41	19.43
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	58	54	93.1	6.9	9.26
Foster Youth	0	0	0.0	0.0	0.0
Homeless	49	49	100.0	0.0	42.86
Military	—	—	—	—	—
Socioeconomically Disadvantaged	259	255	98.46	1.54	31.76
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	53	52	98.11	1.89	1.92

Note: ELA & 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 CAA divided by the total number of students who participated in both assessments.

Note: Double dashes (--) are used in the table to protect student privacy when the cell size within a selected student population is ten or fewer.

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

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Test Results in Science for All Students Grades Five, Eight and High School

	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
Science	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
	30.40	33.09	25.58	28.38	30.29	30.73

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2023-24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	843	831	98.58	1.42	32.97
Female	402	394	98.01	1.99	30.46
Male	440	436	99.09	0.91	35.32
American Indian or Alaska Native	—	—	—	—	—
Asian	218	216	99.08	0.92	68.06
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	605	595	98.35	1.65	20.17
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	13	13	100.0	0.0	38.46
English Learners	93	90	96.77	3.23	3.33
Foster Youth	—	—	—	—	—
Homeless	92	91	98.91	1.09	16.48
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	537	529	98.51	1.49	28.73
Students Receiving Migrant Education Services	13	13	100.0	0.0	53.85
Students with Disabilities	103	103	100.0	0.0	5.83

Note: Science test results include the CAST 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 CAST 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 (--) are used in the table to protect student privacy when the cell size within a selected student population is ten or fewer.

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.

Career Technical Education Programs

Some Arroyo students participate in certain CTE courses including:

- Arts Media and Entertainment with a career pathway to Graphic Arts, Stagecraft, and Professional Theatre
- Hospitality, Tourism and Recreation with a career pathway to Food Services and Hospitality
- Engineering and Design with a career pathway to Engineering Design
- Finance and Business with a career pathway to Financial Services and Banking

Career Technical Education Participation (2023-24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	563
Percent of pupils completing a CTE program and earning a high school diploma	61.5
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	—

SCHOOL ACCOUNTABILITY REPORT CARD

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023-24 Students Enrolled in Courses Required for UC/CSU Admission	98.82
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	45.43

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 area of physical education

California Physical Fitness Test Results (2023-24)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	95.1%	95.1%	95.1%	95.1%	95.1%

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

Contact Person: Gabriel Flores, Principal
Contact Phone Number: (626) 444-9201

Arroyo High School is a parent-friendly campus. Parents have several opportunities for involvement, including Back to School Night, Open House, Parent Teacher Student Association (PTSA), Band Boosters, 9th parent orientation, Focus On Learning Meetings, School Site Council, and athletic and performing arts events. Parents are encouraged to call and/or visit the campus and discuss their child's academic and social progress with teachers, counselors, and administrators. Arroyo High School takes pride in its "open door" policy to parents and the community. ParentVUE, a web-based program, has enhanced communication between staff and parents. It allows parents to stay informed about students' academic progress by accessing student assignments and grades. Parents can avail themselves of the use of the email feature to contact staff. Announcements of activities and general information on campus are regularly posted. Arroyo has over fifty percent of parents registered on ParentVUE.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates
- High school graduation rates, and
- Chronic absenteeism

Graduation Rate by Student Group (Four-Year Cohort Rate) (2023–2024)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	444	49	92.1
Female	210	195	92.9
Male	233	213	91.4
Non-Binary	—	—	—
American Indian or Alaska Native	—	—	—
Asian	122	118	96.7
Black or African American	0	0	0.0
Filipino	—	—	—
Hispanic or Latino	310	281	90.6
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	—	—	—
English Learners	75	53	90.7
Foster Youth	0	0	0.0
Homeless	65	58	89.2
Socioeconomically Disadvantaged	399	366	91.7
Students Receiving Migrant Education Services	—	—	—
Students with Disabilities	56	48	86.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at **https://www.cde.ca.gov/ds/ad/acgrinfo.asp**.

SCHOOL ACCOUNTABILITY REPORT CARD

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1768	1749	274	15.7
Female	834	822	149	18.1
Male	932	925	125	13.5
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	424	423	18	4.3
Black or African American	—	—	—	—
Filipino	11	11	1	9.1
Hispanic or Latino	1291	1273	250	19.6
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	—	—	—	—
White	29	29	3	10.3
English Learners	272	264	52	19.7
Foster Youth	—	—	—	—
Homeless	175	172	28	16.3
Socioeconomically Disadvantaged	1513	1496	253	16.9
Students Receiving Migrant Education Services	25	24	1	4.2
Students with Disabilities	248	245	60	24.5

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

School	2021-22	2022-23	2023-24
Dropout Rate	2.3	2.4	5.0
Graduation Rate	93.7	92.3	92.1

District	2021-22	2022-23	2023-24
Dropout Rate	7.9	8.2	11.8
Graduation Rate	85.4	81.0	84.7

State	2021-22	2022-23	2023-24
Dropout Rate	7.8	8.2	8.9
Graduation Rate	87.0	86.2	86.4

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 2021-22	School 2022-23	School 2023-24
Suspensions	4.14	3.77	3.51
Expulsions	0.0	0.0	0.0

Rate	District 2021-22	District 2022-23	District 2023-24
Suspensions	3.36	3.93	4.01
Expulsions	0.0	0.02	0.03

Rate	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.17	3.6	3.28
Expulsions	0.07	0.08	0.07

Suspensions and Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.51	0.0
Female	2.52	0.0
Male	4.4	0.0
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.24	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	4.65	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	3.31	0.0
Foster Youth	0.0	0.0
Homeless	6.29	0.0
Socioeconomically Disadvantaged	3.97	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	6.85	0.0

School Safety

SB187 Safety Plan

Date the plan was last updated: February 2024

Date the plan was last reviewed with staff: October 2024

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures, and compliance with laws including (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures ensuring a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted according to Ed Code Sections 35291 and 35291.5, and (10) lockdown procedures. In addition, a copy of the plan is available for inspection by the public at each school.

SCHOOL ACCOUNTABILITY REPORT CARD

In keeping with district policy, Arroyo High School believes that the safety of students, employees, and guests is one of the highest priorities. Regular reviews of and improvements to the school safety plan are completed annually. The El Monte Union High School District has developed a Standardized Emergency Management System (SEMS) that has become the basis for the school-wide plan. Arroyo High School prides itself on providing students with a safe learning environment. We are staffed with a School Resource Officer (SRO) and eight campus supervisors. Also, administrators, counselors, and teachers are highly visible as they monitor the campus before school, between passing periods, at lunch and after school, and at various after-school activities. Walkie-talkies are provided for ongoing communication in the event of an emergency. Administrators, counselors, campus supervisors, and other staff members use talkies on an ongoing basis. Parent Square (phone and email communication system) has also provided a means of communication for the school to inform parents and students of ongoing events and situations.

The school has a strong connection with the El Monte Police Department. Officers respond promptly when called, are available to assist with law enforcement issues on campus when needed, and are a welcome presence at co-curricular activities, athletic events, and dances. Officers have also met with staff to keep the personnel up to date on various activities that have/ are taking place within the community.

Other SARC Information

Academic Counselors and Other Support Staff

Title	Number of FTEs Assigned to the School	Average Number of Students per Academic Counselor
Counselor (Academic. Social/Behavioral or Career Development)	6.0	283.0
Library Media Teacher	1.0	
Library Media Services Staff	1.0	
Psychologist	1.0	
Nurse	0.2	
Resource Specialist (non-teaching)	1.0	
Other	3.0	

*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.

School Finances

Other Funding (Fiscal Year 2023-24)

Funding is provided from some of the following special programs to supplement the core instructional program provided by the school district.

Program	Number of Pupils Served	Amount
Title I	1,412	$549,789
Carl Perkins		46,032
Learning Recovery Emergency Block Grant		3,023,848
Total		$3,619,669

Average Class Size and Class Size Distribution (Secondary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Subject	2021-22				2022-23				2023-24			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	24	34	18	19.0	46	41	8	20.0	44	37	8
Mathematics	24.0	22	26	18	18.0	46	32	2	23.0	51	33	
Science	26.0	14	23	13	21.0	25	26	6	44.0	18	29	3
Social Science	30.0	7	19	28	24.0	21	16	27	51.0	23	34	9

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

SCHOOL ACCOUNTABILITY REPORT CARD

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022-23)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$20,465	$5,483	$14,982	$121,935
District			$24,655	$108,949
State			$10,771	$105.265
Percent Difference: School/District			(39%)	12%
Percent Difference: School/State			39%	16%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

Teacher & Administrative Salaries (Fiscal Year 2022-23)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at **http://www.cde.ca.gov/ds/fd/cs/**

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,448	$62,635
Mid-Range Teacher Salary	$100,259	$101,698
Highest Teacher Salary	$129,551	$128,982
Average Principal Salary (High)	$177,545	$182,697
Superintendent Salary	$258,216	$298,748
Percent of District Budget		
Teacher Salaries	30.0	30.11
Administrative Salaries	5.0	4.78

Advanced Placement Courses (2023-24)

Subject	Number of AP Courses Offered
Computer Science	2
English	6
Foreign Language	2
Mathematics	6
Science	6
Social Science	11
Total AP Courses Offered	33
Percent of Students in AP Courses	21.2%

Professional Development

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The El Monte Union High School District (EMUHSD) is committed to providing quality professional development opportunities for all certificated and classified employees. Professional development opportunities are primarily available through added days during the school year, weekly or monthly late starts, summer workshops, and release time during the day. Staff also attend conferences outside of the district.

All professional development is targeted to support the student achievement goals described in the District's Local Control and Accountability Plan (LCAP), Local Educational Agency Plan (LEAP), and each school's Single Plan for Student Achievement (SPSA). Feedback is gathered annually, and data is analyzed throughout the district to target specific professional development during summer workshops. Prior professional development evaluation data is used to revise and guide future activities.

To facilitate the implementation of the Common Core State Standards, certificated staff actively engage in embedded professional development sessions structured around cycles of inquiry. These sessions are conducted within the English, Math, Science, and Social Science departments, where collaborative analysis of student formative assessment data informs instructional decision-making. At the same time, both site and district staff continually participate in training to enhance their knowledge of implementing a Multi-Tiered System of Support (MTSS).

Staff at each comprehensive high school receive targeted support on implementing evidence-based practices led by site administration and an Instructional Coach. The Instructional Coach can deliver model lessons, provide one-to-one coaching, and plan lessons. Additional opportunities for professional development at each comprehensive high school are provided by a Teacher-On-Special Assignment (TOSA), which supports services specifically for English Learners. Content Specialists in Math and Science and eleven (11) Course Leads also support each site. There are two TOSA positions to support all schools: 1) focusing on disaggregating data and supporting data analysis and 2) focusing on supporting Math instruction and alignment across all sites.

Additionally, classified staff districtwide can participate in two professional development days over Winter Break. During these sessions, EMUHSD staff provide learning opportunities to strengthen workplace efficiency and service to students and families.

SCHOOL ACCOUNTABILITY REPORT CARD

SARC Overview
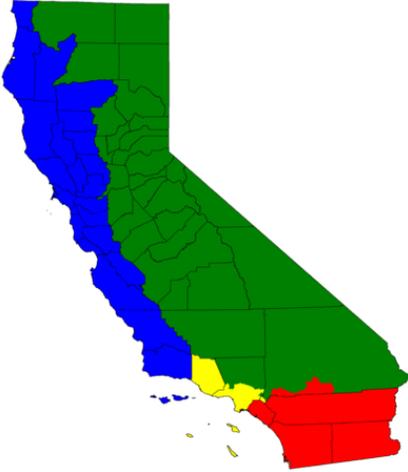
By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at **www.cde.ca.gov/ta/ac/sa/**.

For more information about the LCFF or the LCAP, see the CDE LCFF web page at **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 **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).

California School Dashboard

The California School Dashboard (Dashboard) **www.caschooldashboard.org/** reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines outlined in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have completed specified college course work, be eligible for admission to the UC. These requirements ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at **https://admission.universityofcalifornia.edu/**.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students living outside the local area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at **https://www2.calstate.edu/**.