

El Monte Union High School District
<http://www.emuhsd.org>



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EL MONTE HIGH SCHOOL

3048 North Tyler Avenue
El Monte, California 91731
(626) 444-7701

Ms. Robin Torres, Principal
<https://www.emuhsd.org/emhs>

2019-2020

EL MONTE UNION HIGH SCHOOL DISTRICT

Reaffirms its policy of the
ELIMINATION OF DISCRIMINATION

or

DENIAL OF SERVICE

on a basis of any protected class:

RACE, COLOR, NATIONAL ORIGIN, AGE, SEX, FAMILIAL STATUS, SEXUAL ORIENTATION,
GENDER IDENTITY, DISABILITY STATUS, VETERAN STATUS, AND GENETIC INFORMATION

Questions or complaints should be directed to:

Larry Cecil – (626) 444-9005

Assistant Superintendent, Education Services

Felipe Ibarra – (626) 444-9005

Assistant Superintendent, Human Resources

**EL MONTE UNION HIGH SCHOOL DISTRICT IS AN
EQUAL OPPORTUNITY / AFFIRMATIVE ACTION
EDUCATIONAL INSTITUTION**

FLAG CEREMONY

The California Education Code Section 52720 requires daily performance of patriotic exercises in public schools. "In every public secondary school there shall be conducted daily appropriate patriotic exercises. The giving of the Pledge of Allegiance to the Flag of the United States of America shall satisfy such requirement. Such patriotic exercises for secondary schools shall be conducted in accordance with the regulations which shall be adopted by the governing board of the district maintaining the secondary school."

The schools in the El Monte Union High School District satisfy this requirement by conducting the Pledge of Allegiance to the Flag each day. No one can be coerced into participating in the flag salute if it violates their religious beliefs or expressive rights. Students who do not choose to participate in the flag salute may elect to participate, stand, remain seated or excuse themselves from the classroom during the exercise.

The registration process must begin with all data subject to verification to the satisfaction of the staff of the El Monte Union High School District. By law, any false, incomplete, missing, or misleading information provided in the registration process ends the student's registration.

PARENTS and STUDENTS - Save this Registration Manual for future use.



EL MONTE UNION HIGH SCHOOL DISTRICT Superintendent's Message

Dear Students:

I would like to welcome you to the El Monte Union High School District. This registration manual will provide you with information about graduation requirements, a description of courses offered, and many instructional programs offered in our District.

With over 8,700 students, the El Monte Union High School District provides a quality education to each and every student throughout all of our high schools. We are proud of all of our high schools and the educational programs available. We offer a wide variety of options for students including college preparatory courses, AP courses, career technical education courses, STEM, and academy programs. The District's dedicated and highly qualified teachers and support personnel make students their number one priority.

The District's Vision is "to cultivate and empower our students to be ethical, productive, successful, and contributing members of our global society." Our Board of Trustees, together with our school staff and community partners, challenge you to work hard and perform to the best of your ability. Your commitment to education during your high school career is critical to your future. Take advantage of every educational opportunity that you will be provided with. El Monte Union High School District promotes a college and career going culture and we are committed in preparing you to be successful and contributing citizens of the 21st century.

As you carefully review this manual, plan accordingly and be prepared to discuss future plans with your counselor. As a student, you have the personal responsibility to ensure that you attend school every day, pass all of your classes, and meet all A-G requirements so that you are college and career-ready. I challenge you to put forth your best effort in your educational goals.

I wish you the very best in your future endeavors and may your high school experience be one that is exciting and memorable.

Sincerely,

Edward A. Zuniga, Ed.D.
Superintendent

El Monte Union High School District

Student Support Services

COUNSELING SERVICES

The El Monte Union High School District offers a full program of guidance and counseling services to each student throughout his or her high school career. Students and their parents are urged to take advantage of these services.

Students are assigned to a counselor on an alphabetical basis. Except for slight adjustments each year in order to maintain a balance in the counselor-student ratio, a student may look forward to an unbroken relationship with the same counselor for four years.

The range of a counselor's contacts with his or her counsees is all-inclusive, extending from program changes to personal counseling. In conjunction with the parent and student, the major goals of the counseling program are to:

1. Develop a 4-year plan, including options for CTE or dual enrollment
2. Ensure completion of high school
3. Prepare for post-graduation choices
4. Prepare students for eligibility for entrance into the college/university of his or her choice
5. Assist in the search for scholarships and financial aid
6. Provide guidance in the personal growth and development of the counselee.

Wise decisions made at registration time are of great importance. Once school begins in August, program changes will only be made by counselor recommendation or administrative necessity.

CAREER CENTER

The Career Center is an extension of the counseling program and offers services to aid students in preparing for their future. These services include guidance in the areas of college selection, availability of scholarships, career training, and financial aid. The Career Center houses resource materials on careers, colleges, vocational schools, and the military. The school counselors direct students to this valuable resource.

Assistance from the Career Guidance Coordinator is available in helping students become more aware of their interests, aptitudes, abilities, and values through a series of tests and inventories. This self-knowledge, when applied, becomes significant in determining the high school courses necessary to accomplish future plans.

A structured exposure to the career decision-making process including self-awareness, career exploration, and knowledge of the world of work is offered in specific courses or infused into various classes during the student's high school career.

Students may register for specific vocational education classes in the career center.

The Career Center makes available guest speakers from many vocational and educational areas and plans career oriented field trips for students. It is open daily from 7:30 a.m. to 3:30 p.m. All students are invited to make educational use of the Career Center's facilities. The Career Center and the counseling staff are excellent sources of information for college financial aid.

El Monte Union High School District
Guaranteed Guidance Services

In an effort to acquaint you with the school, your counselor and the services available to you, the Guaranteed Guidance Services Program was instituted. You are GUARANTEED the following counseling services without bias on the basis of race, color, national origin, sex or disability.

My counselor's name is: _____

9th Grade

- An initial registration interview for each student
- Parent or student conferences, as requested
- Orientation to the school's College and Career Center
- A personalized four-year educational plan developed for the student, updated by a counselor and communicated to the parents
- Orientation meeting for parents and incoming 9th grade students
- Personal counseling, as needed
- Registration, scheduling and program adjustments (school initiated)
- A special grade check for student progress, if requested by parents
- A referral to an outside agency or other community resource, if requested by parents or students
- College and Career Center opportunities
- Pre-college testing information (i.e. – PSAT)
- Invitation to parents and students to a college planning night.
- Classroom presentation on graduation and college admission requirement

10th Grade

- All services provided at 9th grade plus:
- Orientation to the school's Career Center program
- PSAT – October Sophomore Year
- Credit check and credit recovery options

11th Grade

- All services provided at the 9th and 10th grades plus:
- College bound students will be given:
 - a. planning and financial aid information
 - b. opportunity to meet with college representatives
 - c. pre-college testing information - ACT, PSAT, SAT, AP
- Information provided to parents and students of student's progress toward graduation if deficiencies are anticipated
- TES Information
- SAT Day (March)
- College field trips
- Parent night workshops on college planning

12th Grade

- All services provided at the 9th, 10th and 11th grades plus:
- College bound students will be given:
 - a. SAT/ACT testing dates
 - b. assistance with applications for financial aid, scholarships and admissions, as necessary
- Senior checks

Academic Notes

Purpose: To encourage student enrollment in academically rigorous high school coursework.

Students taking college-prep courses beyond the minimum college admission standards will:

- broaden university admission options
- strengthen preparation for college admission exams
- develop strong academic skills
- gain a higher probability of acceptance into competitive majors such as architecture, business, computer science, engineering, or nursing

Grade Point Average (GPA)

Each semester course with the exception of Service Learning Assistants and Academic Mentor, when issued a passing grade, grants 5 credits towards the 220 credits required for graduation. Students must meet the prerequisites for each course in which they enroll. Prerequisites may include permission of the teacher or counselor as well as completion of specific courses. Honors courses that are approved by the University of California have the letter "H" and Advanced Placement courses have the letters "AP" after the course title. Grades for Honors (H) or Advanced Placement (AP) courses are as follows for the purposes of computing grade point averages:

Courses are titled AP (Advanced Placement) and H (Honors). Classes must be approved by the University of California on an annual basis. Only 8 units of AP/Honors courses are allowed by UC/CSU. Only 2 of the 8 units can be in the 10th grade year. A unit refers to 1 year of study in high school.

A = 5 points	}	For Advanced Placement courses, this grade point computing system applies only if the student takes the AP exam. For dual enrollment courses this grade point computing system applies only to core classes taken for dual credit. Otherwise, grade points will be A=4, B=3, C=2. For dual enrollment courses, this grade point computing system applies only to core classes taken for dual credit.
B = 4 points		
C = 3 points		
D = 1 point		
F = 0 points		

All other high school courses (except Student Learning Assistants and Academic Mentor) will be included in the GPA calculation as follows. This includes Accelerated courses.

A = 4 points	Excellent Achievement
B = 3 points	Above Average Achievement
C = 2 points	Average Achievement
D = 1 point	Below Average Achievement
F = 0 points	Little or No Achievement
I = 0 points	*Incompletes are provided for students who have not been able to complete the required course work due to unavoidable absence, illness or accident. Note that, with few exceptions, the incomplete must be made up no later than the end of the next grading period.
W = 0 points	Credit recovery course not completed

Citizenship evaluation is calculated as follows:

- 1 = Outstanding
- 2 = Satisfactory
- 3 = Needs Improvement
- 4 = Unsatisfactory

In addition, several specific positive and negative comments are available for teachers to include with the grade report. These comments cover work and study habits, attendance, and classroom conduct.

Students should be aware of how GPAs are calculated and make informed class choices based on that knowledge. If in doubt, please contact your counselor or assistant principal for student services.

As a final note, students should also be aware that although GPAs are important for college admission, most colleges include other factors in their analysis of candidates which may include both depth and breadth of high school preparation, community experiences, volunteer involvement, and/or special talents, needs, or interests.

Assembly Bill 2160 – Cal Grant Opt-Out Form

An Operations Memo from the California Student Aid Commission (Commission) was received reminding public high schools and charter schools of the requirement to provide an opportunity for 12th grade pupils to opt out of the now mandatory electronic Grade Point Average (GPA) submission to the Commission. For more details, please view GOM 2015-35 on the following link: <http://www.csac.ca.gov/secured/operationmemos/om.asp>

Credit for College Courses

(Education Codes 48800 and 76001)

Students may take college courses while enrolled in high school. Dual credit classes offer student the chance to get college credit for classes at the same time as getting high school credit. Students who participate in these Early College classes complete an enrollment form for the college, and upon completion of the course with a C- or better, will receive college and high school credit for the class. Some college courses will not count towards high school graduation requirements, but will count for elective high school credit and will be included. The college course will not count towards high school graduation requirements, but will count for elective high school credit and will be included in the calculation of the GPAs. The student shall receive the same letter grade for the high school credit as is granted by the college.

The intent of this section is to provide educational enrichment opportunities for eligible pupils, rather than to reduce current course requirements of elementary and secondary schools.

To participate in a college enrollment program or Early College, students must have the permission of the school principal, parent, counselors and college dean.

Alternative Academic Programs

Alternative programs for gifted and high potential students are encouraged in the El Monte Union High School District. These offerings may be in the form of Advanced Placement classes, Honors courses (if approved in advance by the University of California), courses through Rio Hondo Community College, Pasadena City College, or other community colleges, Upward Bound, and a variety of variable credit offerings made available through universities and colleges in the southland.

To participate in these programs, students must have the permission of the school principal, parent, counselor and college dean as appropriate.

THE ADVANCED PLACEMENT® AND HONORS PROGRAMS

The Advanced Placement (AP) Program is based on the fact that many students can complete college-level studies in their secondary schools. Advanced Placement serves three groups: 1) students who wish to pursue college-level studies while still in secondary school, 2) schools that desire to offer these opportunities, and 3) colleges that wish to encourage and recognize such achievement. Advanced Placement provides service by providing descriptions of college-level courses to interested schools and the results of examinations based on these descriptions to the colleges of the student's choice. Participating colleges, in turn, grant credit and appropriate placement, or one of these, to students who have done well on the examinations. Thus the Advanced Placement Program extends the educational opportunities available to students by effectively relating college-level courses at thousands of schools to appropriate credit and placement at the colleges that the students eventually attend.

Honors classes must be approved in advance by the University of California.

English Learner Program

INSTRUCTIONAL PROGRAM OPTIONS

The instructional programs for English learners are designed to help students of different English language levels develop English language proficiency as rapidly as possible. The programs are:

STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM

Designed for English learners with less than reasonable fluency in English.

Provides daily English instruction through the English Language Development (ELD) course.

Provides grade-level academic instruction in math, science, and social science classes through the use of Specially Designed Academic Instruction in English (SDAIE) strategies.

Supports English language development through the use of supplemental materials and, if possible, the use of the student's primary language until the student transitions to the mainstream English instructional program.

MAINSTREAM ENGLISH INSTRUCTIONAL PROGRAM

Designed for English learners with reasonable fluency in English.

Provides grade-level academic instruction in English and other academic courses.

English learners enrolled in this program continue to receive additional instruction and support in order to meet the grade-level standards and the requirements for reclassification as fluent English proficient.

Note: *Parents have the right to request the Mainstream English Program for their child at any time during the year.*

ALTERNATIVE BILINGUAL PROGRAM

Designed for English learners with less than reasonable fluency in English, are new to the country (less than 2 years in the U.S.)

Provides daily English instruction through the English Language Development (ELD) course and grade-level academic instruction in math, science, and social science through the use of the student's primary language.

HOW ARE ENGLISH LEARNERS PLACED IN THESE PROGRAMS?

English learners are placed in an instructional program based on the overall performance level on the English language proficiency assessment, and on the number of years the English learner has been enrolled in U.S. schools.

English learners who are participating in the Special Education program are placed in an instructional setting designed to meet the goals outlined in the Individual Education Plan (IEP).

OPCIONES DE PROGRAMAS DE INSTRUCCIÓN

Los programas de instrucción para estudiantes de inglés como segunda lengua están diseñados para ayudar a los estudiantes de diferentes niveles del dominio del inglés a desarrollar el inglés lo mas rápido posible. Los programas son:

PROGRAMA ESTRUCTURADO DE INMERSION EN INGLES

Diseñado para estudiantes de inglés como segunda lengua con menos de razonable fluidez en inglés.

Provee instrucción diaria en ingles por medio de la clase de desarrollo del inglés (conocido en inglés como *ELD*).

Provee instrucción académica al nivel del grado en las áreas de matemáticas, ciencia, y ciencia social a través del uso de estrategias especialmente diseñadas para la instrucción académica en ingles (conocido en inglés como *SDAIE*).

Apoya el desarrollo del inglés a través del uso de materiales suplementarios y, si es posible, el uso de la lengua materna para clarificación hasta la transición del estudiante al programa regular de instrucción solo en inglés

PROGRAMA REGULAR DE INSTRUCCIÓN SOLO EN INGLES

Diseñado para los estudiantes de inglés como segunda lengua con fluidez razonable en inglés.

Provee instrucción académica al nivel del grado en ingles y otros cursos académicos.

Estudiantes de inglés como segunda lengua en este programa continúan a recibir instrucción adicional y apoyo para que puedan cumplir con las normas del nivel de grado y los requisitos de reclasificación como estudiantes que dominan el inglés.

Nota: *Los padres tienen el derecho de pedir el programa regular para sus hijos a cualquier tiempo durante el año.*

PROGRAMA ALTERNATIVO: EDUCACION BILINGÜE

Diseñado para estudiantes de inglés como segunda lengua con menos de razonable fluidez en inglés, que son recién llegados al país (menos de 2 años en los EE.UU.)

Provee instrucción diaria en ingles a través de la clase de desarrollo del inglés (*ELD*) e instrucción académica al nivel del grado en las áreas de matemáticas, ciencia y ciencia social a través del uso de la lengua materna.

¿Cómo SE COLOCAN A LOS ESTUDIANTES DE INGLES COMO SEGUNDA LENGUA EN ESTOS PROGRAMAS?

Los estudiantes de inglés como segunda lengua se colocan en un programa de instrucción basado en el nivel de dominio del inglés en la evaluación y en el número de años que el estudiante ha estado matriculado en una escuela en los EE.UU.

Los estudiantes de Ingles como secunda lengua que participan en el programa de educación especial se colocan en un programa de instrucción diseñado para cumplir con los objetivos descritos en el plan de educación individual (IEP).

ELD, Transitional English, Bilingual, and Sheltered Courses

Department	Title	Course or Methodology	Language Used in Classroom	Purpose
English	ELD (English Language Development) ELD 1, ELD 1 Lab ELD 2, ELD 2 Lab ELD 3, ELD 3 Lab	Course: Language Arts for English Learners	English	To teach the English language To gain proficiency in English
	Transitional English courses and Lab for Transition 1 courses	Course: Language Arts for English Learners	English	To teach the English language To gain proficiency in English To serve as a bridge from ELD into the regular English sequence of courses. To acquire the nuances of the English language (structure, idioms) that the native English speaker would learn in the natural course of learning the language. Literature may be abridged.
	ALD (Academic Language Development) ALD 1, ALD 2, ALD 3	Course: Academic Language Development for ELA support	English	To support English Language Development for long term English learners.
Departments other than English	Bilingual content area courses may be offered in the following departments: Math Science Social Science	Course: Graduation requirements provided through bilingual education - primarily in Spanish	Student's native language and English	To teach content area courses using the student's native language while supporting English language development.
	Sheltered content classes may be offered in the following departments: Art Business Family and Consumer Science Health Industrial Technology Math Physical Education Science Social Science	Methodology: Specially Designed Academic Instruction in English (SDAIE) for English learners	English with primary language support as needed	To teach content area classes using English. To achieve course goals including learning the course content to meet the course objectives, improving English language skills (reading, writing, listening, speaking), and participating in successful experiences.

Career Technical Education (CTE) And Vocational Education (VE)

WHAT IS CAREER TECHNICAL EDUCATION?

Career Technical Education prepares students for college and career. Student take a sequence of courses, called a Pathway, within one of 15 industry sectors. The introductory courses offer introductions to the career opportunities within the sector, and then intermediate and capstone courses provide specialized training that can help student earn certificates or enter the workforce, or be ready to gain more expertise through a college program.

Vocational Education is a career education system that provides job training programs to help students develop the skills they need for part-time employment, higher-level career technical training programs, or full-time employment after completing high school. Vocational Education is designed to meet the job training needs of the students and employment needs of the school community.

WHO MAY ENROLL?

CTE courses are meant to be taken sequentially, to complete a Pathway within a specific Industry Sector. Students can start taking introductory courses in 9th grade, with the goal of completing at least two courses within the sequence, and preferably three or even four. Vocational Education classes are offered after school and are also available to out-of-school youth and adults. Some classes have specific requirements or prerequisites.

HOW DO YOU ENROLL?

1. Look over the CTE Pathway options or the Vocational Education course selections.
2. See the Vocational Education Technician or the Career Guidance Coordinator in the Career Center on your high school campus.
3. Complete an enrollment form.

REGISTRATION, ENROLLMENT, ATTENDANCE

Most classes are open on a first-come basis to eligible students. Interested individuals should enroll as soon as possible because all classes have established maximum and minimum class sizes. Waiting lists may be maintained when classes are full, and classes may be adjusted, cancelled or merged when there is insufficient enrollment. Regular attendance is required in order to receive credit for a course.

PROGRAM CREDIT & CERTIFICATES OF ACHIEVEMENT

All Vocational Education classes count towards high school graduation requirements. Some classes that have articulation agreements with Rio Hondo receive college credit if the student attends Rio Hondo Community College. Some classes satisfy UC f-g requirements. A certificate of achievement that includes a list of all competencies achieved will be awarded upon successful completion of a program. Students who complete a Pathway (two to four courses) earn College and Career Ready status, one of the indicators that El Monte Union High School District is fulfilling its commitment to the students in this community that they will be ready for college and career when they graduate.

TUITION FEES

Vocational Education programs are free. Most books and materials are provided for student use. Several Vocational Education classes have a strict dress code that must be followed.

HOW DO I GET TO VOCATIONAL EDUCATION CLASSES?

Transportation to and from your school and other sites may be provided. Check with your Vocational Education (ROP) Technician or College and Career Coordinator at your high school for details.

WORK PERMITS

All work permits must be renewed at the beginning of each school year. Students can obtain a work permit application on each school website, at their school site Career Center from the Vocational Education Technician or at the El Monte Union High School District Office (located at 3537 Johnson Avenue in El Monte) from 7:30 a.m. to 4:30 p.m. Completed applications must be submitted to the El Monte Union High School District Office for processing.

General Summary of Minors' Work Regulations

Minors 14-17 years of age must have a "Request for Work Permit" and "Statement of Intent to Employ a Minor" and a work permit- certificate of age (Form B1-4) on file with the school district of attendance when working on school days.

Generally, minors must attend school until age 18 unless they are 16 years of age or older and have graduated from high school or received a state Certificate of Proficiency.

Minors under the age of 18 may not work in occupations declared hazardous for young workers as listed below:

Explosives	Logging and sawmilling	Motor vehicle driving/outside helper	Power-driven hoists/forklifts	Power-driven metal forming, punching, and shearing machines
Power-driven meat slicing/processing	Power-driven woodworking machines	Power saws and shears	Radiation exposure	Roofing

For more information about hazardous occupation, contact the U.S. Department of Labor (Child Labor Bulletins 101 and 102) and the California Department of Industrial Relations, Divisions of labor Standards Enforcement. Regional offices are located in several California cities. They are listed in the "Government Listings" sections of telephone directories.

Hours of Work

	Age	School Days	Nonschool Days	Weekly Limit	Allowable Time
When school is in session	16-17	4 hours per day	8 hours per day*	48 hours per week	5:00 a.m. – 10:00 p.m. **
	14-15	3 hours per day	8 hours per day	18 hours per week	7:00 a.m. – 7:00 p.m.
When school is not in session	16-17	8 hours per day	8 hours per day	48 hours per week	5:00 a.m. – 10:00 p.m.**
	14-15	8 hours per day	8 hours per day	40 hours per week	7:00 a.m. – 7:00 p.m.

*Or any day that precedes a nonschool day

**Except that work may extend to 12:30 a.m. on nights preceding nonschool days

Work Experience Education

Age 16-17 students in Work Experience Education programs may be permitted to work a maximum of 8 hours on schooldays and may be authorized to work until 12:30 a.m. on nights preceding school days with written permission.

Age 14-15 students in Work Experience Education and career exploration programs may work up to 23 hours per week and from June 1 to Labor Day work hours may be extended to 9:00 p.m.

Complies with California Education Code 49163 Form: B1-4 Quick Permit V.5.00– Rev./2001-AC: OJ8Y938R48
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Notice to Parents

PARENT EDUCATION AND INVOLVEMENT

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at grade levels 9-12 for parents/guardians to be involved in district and school activities, advisory, decision-making, and advocacy roles; and activities to support learning at home (see BP 5020 and AR 5020 for additional information).

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's' education and of the opportunities available to them to do so. The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit participation.

SEX EDUCATION IN CLASSES

California State Law (Senate Bill 431) requires that parents or guardians be notified of any school classes in which the human reproductive organs and their functions and processes are described, illustrated, or discussed.

The El Monte Union High School District does not offer any courses in Sex Education; however, the following courses offered at our schools include or may include one or more class sessions and material in which the human reproductive organs may be described, illustrated, or discussed:

Biology	Parenting/Child Development
Fitness for Life	Physical Education
Health	Physiology

If your child is enrolled in one or more of the above courses and you wish him or her to be excused from class sessions in which the human reproductive organs may be described, illustrated, or discussed, it is necessary to send a written request to the school principal. Such requests shall be valid for the school year in which they are submitted and may be withdrawn by the parent or guardian at any time. Other activities will be scheduled for students excused from these class sessions.

If you wish your child to receive all the instruction within the courses in which he/she is enrolled, no special communication is required.

The audio-visual and written materials to be used in the class sessions during which the human reproductive organs, their functions and processes are described, illustrated, or discussed shall be available for inspection by parents or guardians upon request.

Suspension or Expulsion

CALIFORNIA STATE LAW (Education Code 48900) requires that parents be notified that the schools comply with state prescribed suspension/expulsion mandates. Below are excerpts of important parts of this law.

SUSPENSION OR EXPULSION

Violation of any reasons listed below may result in suspension.

- a.1 Caused, attempted to cause, or threatened to cause physical injury to another person. *501*
- a.2 Willfully used force or violence upon the person of another, except in self-defense. *504*
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object. *101*
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance. *202*
- d. Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation. *203*
- e. Committed or attempted to commit robbery or extortion. *600*
- f. Caused or attempted to cause damage to school or private property. *512*
- g. Stolen or attempted to steal school or private property. *601*
- h. Possessed or used tobacco, or products containing tobacco or nicotine products. *300*
- i. Committed an obscene act or engaged in habitual profanity or vulgarity. *510*
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia. *204*
- k. Disrupted school activities or otherwise willfully defied the valid authority of school personnel. *511*
- l. Knowingly received stolen school or private property. *602*
- m. Possessed an imitation firearm. *102*
- n. Committed or attempted to commit a sexual assault or sexual battery. *400*
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding. *507*
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. *205*
- q. Engaged in, or attempted to engage in, hazing. *509*
- r. Engaged in an act of bullying. *513*
- 48900.2 Committed sexual harassment (Grades 4-12 only). *403*
- 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Grades 4-12 only.) *505*
- 48900.4 Intentionally harassed, threatened, or intimidated, creating a hostile educational environment (Grades 4-12 only.) *506*
- 48900.7 Made terroristic threats against school officials and/or school property. *508*

The following violations of EC 48915(c) require mandatory suspension and a recommendation for expulsion:	The following violations of EC 48915(a)(1) require mandatory suspension and expulsion shall be recommended:
1. Possessing, selling or otherwise furnishing a firearm. <i>100</i>	A. Caused serious physical injury to another person, except in self-defense. <i>500</i>
2. Brandishing a knife at another person. <i>103</i>	B. Possession of a knife, explosive or other dangerous object. <i>104</i>
3. Unlawfully selling a controlled substance. <i>200</i>	C. Unlawful possession of any controlled substance. <i>201</i>
4. Committing or attempting to commit a sexual assault or sexual battery <i>400</i>	D. Robbery or extortion. <i>600</i>
5. Possession of an explosive. <i>105</i>	E. Assault or battery on a school employee. <i>503</i>

Suspension/expulsion may result in student transfer to an approved alternative education program.

Alternative Education Programs

Program	Attends	Ages	Schedule	Credits	Referred By	Enrolled	Length of Stay
Fernando R. Ledesma	Continuation School	16-18	<ul style="list-style-type: none"> • H.S. Diploma Classes • 15 hrs. Weekly • Modular Scheduling 	<ul style="list-style-type: none"> • Competency Based 	Home School	Fernando R. Ledesma	Graduation or Return to Home School
Opportunity	Fernando R. Ledesma High School	14-15	<ul style="list-style-type: none"> • Minimum 3 Hours Daily 	<ul style="list-style-type: none"> • Competency Based • 30 Credits a Semester 	Home School	Home School	Semester or Remainder of School Year
Independent Study	Alternative Ed. Site or Home School	14-18	<ul style="list-style-type: none"> • 2 hrs. in Class Per Week • 18 hrs. Homework 	<ul style="list-style-type: none"> • Competency Based • Competency Work Completed 	Home School	Home School	Maximum 6 Months or Semester
Community Day School (CDS) <hr/> (Including Mustang Center)	AHS Campus <hr/> Fernando R. Ledesma High School	14-18	<ul style="list-style-type: none"> • H. S. Diploma Classes Daily • Parent-Student Agreement 	<ul style="list-style-type: none"> • Competency Based 	Home School, Probation or Expulsion	CDS	Depends on Agreement
Online Credit Recovery	Home School Site or FRLHS	15-18	<ul style="list-style-type: none"> • Make-up Credits 	<ul style="list-style-type: none"> • 5 Credits Per Course • Completion of Work 	Home School Counselor	Home School	Average of 6 weeks, with exception of Science Labs which are 12 weeks

Alternative Education Programs

1. FERNANDO R. LEDESMA

Fernando R. Ledesma High School is a continuation high school committed to providing its students with an alternative educational program designed to meet the individual needs and academic abilities of students who have not been successful in the program offered on the comprehensive high school campus. Alternative approaches to learning and flexible academic programs are utilized to better serve the special needs of these students. In addition to academics, the school offers extra-curricular activities including student government, co-ed sports, academic decathlon, and dances.

2. OPPORTUNITY

The Opportunity Program is for students who are freshmen or sophomores and are of the ages 14-15 who have experienced difficulties at the comprehensive high schools including: habitually truant, failing grades, insubordination and disorderly conduct, and irregular attendance. Students are assigned to this program with the goals of improving attendance, grades, attitude, and self-esteem. Students are returned to the comprehensive high schools as soon as possible. The Opportunity Program curriculum is based on the district's core curriculum and taught within a self-contained classroom. Coursework is individualized and students work at their own pace. The instructional methodology is a tutorial approach with some group work along with computers and projects to enhance the various subject areas. Students attend school for half of the day five days a week.

3. INDEPENDENT STUDY

The primary purpose of the Independent Study Program is to offer a means of individualizing the educational plan for pupils whose needs may best be met outside the regular classroom setting. Independent Study is optional for students. The curriculum is consistent with the school district's core curriculum. Multiple modes of instruction are utilized including: individual work, labs, oral presentations, discussions, projects, and computer assignments.

4. COMMUNITY DAY SCHOOL AND MUSTANG SITE

The Community Day School and Mustang Site are an alternative educational option for students who have been expelled from local districts or have had behavior problems at their high schools. Some students have previously been incarcerated or are in need of a structured environment. Students attend classes all day every day and follow the same curriculum as the comprehensive high schools. The curriculum follows district guidelines. Two instructors provide instruction in all disciplines. In addition, parents/guardians and students must attend counseling classes, and there is random drug testing for the students.

5. CREDIT RECOVERY

High school counselors can enroll students into the Credit Recovery Program at the site. Details regarding this instructional option may be secured from the high school counselor. Students exercising this option must meet the graduation requirement format approved for comprehensive day school students and attend a minimum of 240 minutes a day in regular day classes.

1. Students must have earned a "D" or "F" in a course to enroll in the program.
2. Students must have completed a counseling session that involved the pupil, a certificated representative of the high school, and the pupil's parent or guardian. That session ensures that the student and parent are aware of program requirements.
3. Credit will be granted when all course requirements such as examinations and assignments are completed, and a passing grade is earned.
4. When a course is completed, an official credit slip will be emailed to the counselor and school registrar.



Title IX

“No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX of the Education Amendments of 1972

The El Monte Union High School District Board of Trustees is committed to equal opportunity for all individuals in education.

No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in...Section 422.6 of the California Penal Code (includes sexual orientation and gender identity as protected categories)...

California Education Code Section 220

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in education. Title IX law prohibits discrimination, harassment, exclusion, denial, limitation or separation based on sex or gender. Title IX applies to males and females in any educational institution receiving federal financial assistance.

California Education Code Sections 200 through 282 and El Monte Union High School District Board Policy prohibit discrimination on the basis of sex, sexual orientation or gender. Title IX requires that every school district or institution have a Title IX Coordinator (Compliance Officer) to whom concerns or complaints regarding sexual discrimination can be made.

Complaint Process (BP/AR/E 1312.3 Uniform Complaint Procedures)

- Take your verbal or written Title IX complaint to a Compliance Officer within six (6) months from the date the incident occurred. This will begin the formal investigation process, which must be completely resolved within sixty (60) days of the receipt of the complaint.
- Within three (3) days of receiving the complaint, the Compliance Officer may informally discuss with all parties the possibility of using mediation. If mediation is not used, or if mediation does not resolve the problem within the parameters of the law, the Compliance Officer shall proceed with his/her investigation.
- Within ten (10) days of receiving the complaint, the Compliance Officer shall provide you and/or your representative with the opportunity to present your complaint and any evidence to support the allegations in the complaint.
- Within thirty (30) days of receiving the complaint, the Compliance Officer shall prepare and send to you a written report of the district's investigation and decision.
- If you are dissatisfied with the Compliance Officer's decision, you may file your complaint with the Board of Trustees within five (5) days of receiving the Compliance Officer's decision. If the Board hears the complaint, the Compliance Officer shall send the Board's decision to you within the 60-day timeline.
- If you are not satisfied with the District's response, you may appeal their decision by writing or calling the California Department of Education.

Where Can I Obtain Further Information Or Assistance?

- **At Your School:**
Contact your High School Principal.
- **At the District Office:**
Call or write to:
El Monte Union High School District
3537 Johnson Avenue
El Monte, California 91731
(626) 444-9005

Compliance Officers:

Larry Cecil, Assistant Superintendent for Educational Services
(for student matters)
Phone: 626-444-9005 ext 9895
Email: larry.cecil@emuhsd.org

Felipe Ibarra, Assistant Superintendent for Human Resources
(for personnel matters)
Phone: 626-444-9005 ext 9815
Email: felipe.ibarra@emuhsd.org



Título IX

“Ninguna persona...será, en base a su sexo, excluida de participar en, ser negada el beneficio de, o ser sujeta a discriminación bajo cualquier programa educativo o actividad que recibe fondos Federales.”

Título IX de Las Enmiendas de Educación de 1972

La Mesa Directiva de El Distrito Unión de Escuelas Secundarias de El Monte esta comprometido a la igualdad de oportunidad para todo individuo en la educación.

Ninguna persona será sujeta a la discriminación en base al sexo, identificación de grupo étnico, raza, origen nacional, religión, color, discapacidad mental o física, o en base a cualquier contenido en...Sección 422.6 del Código Penal de California (incluye orientación sexual e identidad de sexo como categorías protegidas)...”

Sección 220 del Código de Educación de California

Título IX de Las Enmiendas de Educación de 1972 es solo una de varias leyes federales y estatales de anti-discriminación la cual asegura la calidad de educación. Título IX prohíbe discriminación, acoso, exclusión, negación, limitación, o separación en base al sexo. Título IX aplica a hombres y mujeres en cualquier institución educativa que recibe fondos federales.

Secciones 200 a 282 del Código de Educación de California y la póliza directiva de El Distrito Unión de Escuelas Secundarias de El Monte prohíben la discriminación en base al sexo o orientación sexual. Título IX requiere que cada distrito escolar o institución tenga un Coordinador de Título IX (Oficial de Cumplimiento) al cual se le pueden presentar preocupaciones o quejas de discriminación sexual.

Proceso de Queja (BP/AR/E 1312.3 Proceso Uniforme de Quejas)

- Lleve su queja de Título IX, escrita o verbal, a un Oficial de Cumplimiento dentro de seis (6) meses de la fecha cuando ocurrió el incidente. Esto entablará un proceso de investigación formal, el cual será resuelto completamente dentro de sesenta (60) días a partir de cuando se recibió la queja.
- Dentro de tres (3) días de recibir la queja, el Oficial de Cumplimiento puede discutir informalmente con todos los interesados la posibilidad de mediación. Si la mediación no es usada, o si la mediación no resuelve el problema dentro de los parámetros de la ley, el Oficial de Cumplimiento procederá con su investigación.
- Dentro de diez (10) días de recibir la queja, el Oficial de Cumplimiento le proveerá a usted y/o a su representante la oportunidad de presentar su queja, como también cualquier evidencia que apoye las alegaciones en su queja.
- Dentro de treinta (30) días de recibir su queja, el Oficial de Cumplimiento preparará y le enviará un reporte por escrito de la investigación del distrito y de su decisión.
- Ni no esta satisfecho(a) con la decisión del Oficial de Cumplimiento, usted puede someter su queja con la Mesa Directiva dentro de cinco (5) días de recibir la decisión del Oficial de Cumplimiento. Si la Mesa Directiva revisa su queja, el Oficial de Cumplimiento le enviará la decisión de la Mesa Directiva dentro de los sesenta (60) días.
- Si no esta satisfecho(a) con la respuesta de la Mesa Directiva, puede apelar por escrito o llamando al Departamento de Educación de California.

Donde Puedo Obtener Mas Información o Asistencia?

- **En Su Escuela:**
Comuníquese con el director o directora de su escuela.
- **En La Oficina Del Distrito:**
Llame o escriba a:
El Monte Union High School District
3537 Johnson Avenue
El Monte, California 91731
(626) 444-9005

Oficiales de Cumplimiento:

Larry Cecil, Superintendente Auxiliar Servicios Educativos
(para asuntos de estudiantes)
Numero telefónico: 626-444-9005 ext. 9845
Correo electrónico: larry.cecil@emuhsd.org

Felipe Ibarra, Superintendente Auxiliar Recursos Humanos
(para asuntos del personal)
Numero telefónico: 626-444-9005 ext. 9815
Correo electrónico: felipe.ibarra@emuhsd.org

EL MONTE UNION HIGH SCHOOL DISTRICT



**Uniform Complaint Procedure (UCP)
Annual Notice
2018-2019**

For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties

The El Monte Union High School District is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in Adult Education, After School Education and Safety, Agricultural Vocational Education, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, California Peer Assistance and Review Programs for Teachers, Career Technical and Technical Education, Career Technical, Technical Training, Career Technical Education, Child Care and Development, Child Nutrition, Compensatory Education, Consolidated Categorical Aid, Course Periods without Educational Content, Economic Impact Aid, Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, English Learner Programs, Every Student Succeeds Act/No Child Left Behind (Titles I-VII), Local Control and Accountability Plans (LCAP), Migrant Education, Physical Education Instructional Minutes, Pupil Fees, Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Safety Plans, Special Education, State Preschool, and Tobacco-Use Prevention Education.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of foster and homeless youth, and former juvenile court pupils now enrolled in a school district, as specified in Education Code Sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Assistant Superintendent of Educational Services/
Assistant Superintendent of Human Resources
3537 Johnson Avenue
El Monte, CA 91731
(626) 444-9005

A pupil fees complaint is filed with the El Monte Union High School District and/or the principal of a school.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP complaint policies and procedures is available free of charge and is also available on the district website: www.emuhsd.org.

El Monte Union High School District



**Procedimiento Uniforme de Quejas (UCP)
Aviso Anual
2018-2019**

Para los estudiantes, empleados, padres o tutores, miembros de comités asesores de escuelas y distritos, funcionarios de escuelas privadas y otras partes interesadas

El Monte Union High School District es el principal responsable del cumplimiento de las leyes y regulaciones federales y estatales, incluidas las relacionadas con la discriminación ilegal, acoso, intimidación o bullying contra cualquier grupo protegido, y todos los programas y actividades que están sujetos a el UCP.

Investigaremos todas las quejas por discriminación ilegal, acoso, intimidación o bullying en contra de cualquier grupo protegido como se identifica en el artículo 200 y 220 del Código de Educación y el artículo 11135 del Código de Gobierno, incluyendo características reales o percibidas como se establece en el artículo 422.55 del Código Penal o en cuanto a estas características reales o percibidas o por la asociación de la persona con una persona o un grupo con una o más de estas características, ya sean reales o percibidas, en cualquier programa o actividad realizada por la agencia que reciba asistencia financiera del estado o se beneficie de ésta.

Los UCP deberán usarse también al tratar quejas relacionadas al incumplimiento de leyes federales o estatales en Educación Para Adultos, Educación y Seguridad Extracurricular, Educación Vocacional Agrícola, Centros Para Educación de Indio-Americanos y Programas de Asesoramiento de Educación Infantil, Educación Bilingüe, Programa de Asistencia y Revisión Para Maestros de California, Carrera Técnica y Educación Técnica, Carrera Técnica, Entrenamiento Técnico, Educación de Carrera Técnica, Cuidado y Desarrollo Infantil, Nutrición Infantil, Educación Compensatoria, Programas Consolidados Para la Ayuda por Categorías, Periodos de Curso Sin Contenido Educativo, Ayuda Económica de Impacto, Educación de alumnos bajo cuidado adoptivo temporal y alumnos sin hogar, y alumnos previos de la corte juvenil matriculados en un distrito escolar, Programas de Aprendices de Inglés, Ley Que Todo Estudiante Tenga Éxito/Ley Que Ningún Niño Se Quede Atrás (Títulos I-VII), Plan de Control Local y Rendición de Cuentas (LCAP), Educación Para Migrantes, Minutos de Enseñanza de Educación Física, Cuotas Estudiantiles, Adaptaciones Razonables Para Alumnas Lactantes, Centros y Programas Regionales de Oficios, Planes de Seguridad Escolar, Educación Especial, Pre-Escolar Estatal, y Educación de Prevención del Uso de Tabaco .

Las cuotas de estudiantes incluyen, pero no se limitan, a las siguientes:

1. Cuotas que se cobran a los estudiantes como condición para inscribirse en la escuela o en clases, o como condición para su participación en una clase o actividad extracurricular, independientemente de si la clase o actividad es electiva u obligatoria o es para obtener créditos escolares.
2. Depósitos de garantía u otro tipo de pago que el estudiante está obligado a hacer para obtener un candado, casillero, libro, aparato para clases, instrumento musical, ropa u otros materiales o equipos.
3. Compras que el estudiante está obligado a hacer para obtener materiales, suministros, ropa o equipo asociado con una actividad educativa.

Las quejas relacionadas con las cuotas de estudiantes o LCAP pueden presentarse de manera anónima si el denunciante proporciona pruebas o información que sustenten la queja.

Los alumnos inscritos en una escuela pública no estarán obligados a pagar cuotas de estudiantes para participar en una actividad educativa.

Las quejas relacionadas con las cuotas de estudiantes no se deberán presentar más de un año después de la fecha en que ocurrió la supuesta violación.

Colocaremos un anuncio estandarizado de los derechos educativos de los jóvenes bajo cuidado educativo temporal o sin hogar, y alumnos previos de la corte juvenil matriculados en un distrito escolar, como lo especifican los artículos 48853, 48853.5, 49069.5, 51225.1 y 51225.2 del Código de Educación. Este anuncio deberá incluir información acerca del proceso de queja, según corresponda.

Las quejas que no son asuntos relacionados con las cuotas de estudiantes deben presentarse por escrito ante la siguiente persona designada para recibir las quejas:

Asistente Superintendente de Servicios Educativos/
Asistente Superintendente de Recursos Humanos
3537 Johnson Avenue
El Monte, CA 91731
(626) 444-9005

Las quejas relacionadas con las cuotas de estudiantes se presentan ante El Monte Union High School District o el director de la escuela.

Las quejas por supuesta discriminación, acoso, intimidación o bullying deben presentarse dentro de un plazo de seis (6) meses a partir de la fecha en que ocurrió el supuesto acto de discriminación, acoso, intimidación o bullying o de la fecha en que el denunciante tuvo por primera vez conocimiento de los hechos del acto alegado de discriminación, acoso, intimidación o bullying a menos que el superintendente o su representante amplíen el plazo de presentación.

Las quejas serán investigadas y se enviará un informe por escrito con una decisión al demandante dentro de los sesenta (60) días a partir de la recepción de la queja. Este periodo de tiempo puede ser extendido por un acuerdo escrito del reclamante. La persona responsable de investigar la queja conducirá y completará la investigación de acuerdo con nuestras pólizas y procedimientos UCP.

El demandante tiene el derecho de apelar nuestra decisión de quejas con respecto a programas específicos y actividades sujetas a el UCP, cuotas estudiantiles y al LCAP a el Departamento de Educación de California (CDE) presentando una apelación por escrito dentro de los 15 días de haber recibido nuestra decisión. La apelación debe ir acompañada de una copia de la queja presentada originalmente y una copia de nuestra decisión.

Se informa al denunciante que existen recursos de derecho civil, incluyendo, entre otros, órdenes judiciales y órdenes de protección u otros recursos u órdenes que podrían estar disponibles bajo las leyes estatales y federales contra la discriminación, acoso, intimidación y hostigamiento, si corresponde.

Copias de nuestras pólizas y procedimientos conformes con el UCP están disponibles sin cargo alguno y en nuestro sitio web: www.emuhsd.org.

El Monte Union High School District



統一申訴程序
年度通知
2018-2019

給學生,職員,學生家長或監護人,學校和學區諮詢委員會會員, 私校職員,和其他有關人士

El Monte 聯合高中區主要負責遵守聯邦和州法律法規, 包括與任何受保護群體的非歧視, 騷擾, 恐嚇或欺凌以及受統一的申訴程序 (UCP)約束的所有計劃和活動。

我們將調查所有有關“教育法典”第 200 和 220 條以及“政府法典”第 11135 款中確定的任何受保護群體包括“刑法典”第 422.55 款依據因實際或感知個人或團體,或因與有上述特性或自認有上述特性的個人或群體有關係,由該機構進行的任何計劃,由國家財政援助直接資助或受益於國家財政援助的計劃或活動中被非法歧視,騷擾,恐嚇或欺凌的指控。

統一申訴程序(UCP)也應用於不遵守州和聯邦管理下列計劃的管理法: 成人教育,放學後教育和安全,農業職業教育,美洲印第安教育中心和幼兒教育計劃評估,雙語教育,加州教師同儕互助審查計劃,職業技術和技術教育,職業技術,技術培訓,職業技術教育,兒童保育與發展,兒童營養,補償教育,綜合類別援助,沒有教育內容的課程,經濟影響援助, 寄宿家庭學生的教育,無家可歸的學生和前少年法庭學生現在已經入讀學區,英語學習者計劃,每個學生成功法案/有教無類(Titles I-VII),地方控制和問責制計劃(LCAP)移民教育,體育教學記錄,學生費用,合理哺乳學生安排,區域職業中心和計劃,學校安全計劃,特殊教育,國家幼兒園和煙草使用預防教育。

學費包括,但不限於,以下各項:

1. 向學生收費作為註冊入學,就讀班級,參加課堂或課外活動的條件,不管這課堂或活動是否是選修還是必修,或者是學分。
2. 獲得鎖,儲物櫃,書籍,課堂儀器,樂器,衣服或其他材料或設備所需的保證金或其他付款。
3. 要求學生獲得與教育活動相關的材料,用品,設備或衣服的購買。

學費或地方控制和問責制計劃 (LCAP)的申訴可以匿名提交假如申訴者提供證據或導致支持申訴證據的信息。

入讀公立學校的學生不需要支付參加教育活動的學費。

學費申訴得於指稱違規發生之日一年內提交。

根據教育法規第 48853, 4885.5, 49069.5, 51225.1 和 51225.2 的規定, 我們將發布一份關於寄養和無家可歸青年的教育權利的標準化通知, 以及現在在學區註冊的前少年法庭學生。該通知應包括投訴過程信息 (如適用)。

有關學生費用以外的申訴必須以書面形式提交下列指派者受理:

學務部副監督/
人事部副監督
3537 Johnson Avenue
El Monte, CA 91731
(626) 444-9005

學費申訴向 El Monte 聯合高中學區和/或學校校長提交。

歧視,性騷擾,恫嚇,欺凌申訴必須在歧視,性騷擾,恫嚇,欺凌案件發生,或申訴者在首次獲知歧視,性騷擾,恫嚇,欺凌事實六個 (6)月之內提出除非申訴期限得到學區監督或其指派者延長。

將對投訴進行調查, 並在收到投訴後六十 (60) 天內向投訴人發送帶有決定的書面報告。該期限可以通過投訴人的書面協議延長。負責調查投訴的人員應按照我們的 UCP 政策和程序進行調查並完成調查。

投訴人有權通過在收到我們的決定後 15 天內提交書面申訴, 向加州教育局 (CDE) 提出有關 UCP, 學生費用和 LCAP 的具體計劃和活動的投訴決定。上訴必須附有原始投訴的副本和我們的決定的副本。

投訴人被告知民法補救措施, 包括但不限於禁令, 限制令或其他補救措施或可能在州或聯邦歧視, 騷擾, 恐嚇或欺凌法律下可獲得的命令 (如果適用)。

可免費獲取一份我們的統一申訴程序政策及程序, 也可從學區網址 emuhsd.org 下載。



THỦ TỤC KHIẾU NẠI ĐỒNG NHẤT
THÔNG BÁO HÀNG NĂM
2018-2019

*Cho Học Sinh, Nhân Viên, Phụ Huynh Học Sinh hay Người Giám Hộ, Thành viên Hội Đồng Tư Vấn Nhà Trường
hay Học khu, các Viên Chức các trường tư, và các nhân sĩ liên quan*

Liên Hiệp Học Khu Trung Học El Monte Union chịu trách nhiệm chính về việc tuân thủ luật pháp và quy định của liên bang và tiểu bang, bao gồm những điều liên quan đến phân biệt đối xử, quấy rối, đe dọa hoặc bắt nạt bất hợp pháp đối với bất kỳ nhóm được bảo vệ nào và tất cả các chương trình và hoạt động phải tuân theo Thủ Tục Khiếu Nại Đồng Nhất (UCP).

Chúng tôi sẽ điều tra tất cả các cáo buộc về kỳ thị, sách nhiễu, hăm dọa hoặc bắt nạt bất hợp pháp đối với bất kỳ nhóm được bảo vệ nào như được xác định trong Mục 200 và 220 của Bộ luật Giáo dục và Bộ luật Chính phủ số 11135, bao gồm bất kỳ đặc điểm thực tế hoặc nhận thức nào được quy định trong Luật hình sự đoạn 422.55 hoặc trên cơ sở hoặc liên kết của một người với một người hoặc một nhóm với một hoặc nhiều đặc điểm thực tế hoặc cảm nhận được trong bất kỳ chương trình hoặc hoạt động nào do cơ quan này thực hiện, được tài trợ trực tiếp bởi hoặc nhận hoặc hưởng lợi từ bất kỳ sự trợ giúp tài chính nào của tiểu bang.

Thủ Tục Khiếu Nại Đồng Nhất cũng sẽ được sử dụng khi giải quyết các khiếu nại cáo buộc việc không tuân thủ luật tiểu bang và / hoặc liên bang về Giáo Dục Người Lớn, Giáo Dục và An Toàn Sau Giờ Học, Giáo Dục Day Nghề Nông Nghiệp, Trung Tâm Giáo Dục Người Mỹ Da Đỏ và Chương Trình Giáo Dục Ấu Nhi, Giáo Dục Song Ngữ, Chương Trình Trợ Giúp và Xem Xét Cho Giáo Viên và Đồng Nghiệp California, Giáo Dục Kỹ Thuật và Kỹ Thuật Hướng Nghiệp, Kỹ Thuật Hướng Nghiệp, Đào Tạo Kỹ Thuật, Giáo Dục Kỹ Thuật Hướng Nghiệp, Chăm Sóc và Phát Triển Trẻ Em, Dinh Dưỡng Cho Trẻ Em, Giáo Dục Đền Bù, Hỗ Trợ Phân Loại, Tiết Học Không Có Nội Dung Giáo Dục, Hỗ Trợ Tác động Kinh Tế, Giáo Dục Học Sinh Trong Chăm Sóc Nuôi Dưỡng, Học sinh Vô Gia Cư, và Các Học Sinh Thuộc Tòa án Vị Thành Niên Hiện Đang Theo Học Trong Học Khu, Các Học Sinh Học Anh Ngữ, Đạo Luật Mỗi Học Sinh Đều Thành Công / Không Trẻ Em Bị Bỏ Quên (Titles I-VII), Các Kế Hoạch Kiểm Soát Địa Phương và Trách Nhiệm (LCAP), Giáo Dục Người Di Cư, Biên Bản Giảng Dạy Thể Dục Thể Thao, Học Phí, Sắp Xếp Hợp Lý Cho Các Học Sinh Đang Cho Con Bú, các trung tâm và chương trình Huấn Nghệ Khu Vực, Các Kế Hoạch An Toàn Của Trường, Giáo Dục Đặc Biệt, Giáo Dục Mầm Non Của Tiểu Bang và Giáo Dục Phòng Ngừa Sử Dụng Thuốc Lá.

Lệ phí học sinh bao gồm, nhưng không giới hạn, tất cả những điều sau đây:

1. Thu lệ phí như một điều kiện để học sinh có thể đăng ký nhập học, tham gia vào một lớp học hay một hoạt động ngoại khóa, bất kể lớp học hay hoạt động là tự chọn hoặc bắt buộc, hoặc là có tính học phân.
2. Học sinh được yêu cầu phải trả tiền đặt cọc hoặc thanh toán khác để có được một ổ khóa, tủ thay đồ, sách, thiết bị lớp học, dụng cụ âm nhạc, quần áo, hoặc các tài liệu khác hoặc thiết bị.
3. Học sinh được yêu cầu phải trả tiền để có được tài liệu, vật tư, thiết bị, hoặc trang phục liên quan đến một hoạt động giáo dục.

Học phí hoặc đơn khiếu nại LCAP có thể được nộp ẩn danh nếu người khiếu nại cung cấp bằng chứng hoặc thông tin dẫn đến bằng chứng để hỗ trợ khiếu nại.

Học sinh ghi danh vào một trường công sẽ không bị buộc phải đóng học phí cho học sinh tham gia vào một hoạt động giáo dục.

Đơn khiếu nại về lệ phí học sinh phải được nộp muộn nhất là một năm kể từ ngày xảy ra vi phạm bị cáo buộc.

Chúng tôi sẽ đăng thông báo tiêu chuẩn về các quyền giáo dục của người nuôi dưỡng và thanh thiếu niên vô gia cư, và cựu học sinh tòa án vị thành niên đã đăng ký học tại một học khu, như được quy định trong các Bộ Luật Giáo Dục 48853, 48853.5, 49069.5, 51225.1 và 51225.2. Thông báo này sẽ bao gồm thông tin về quy trình khiếu nại, nếu có.

Các trường hợp khiếu nại không phải là các vấn đề liên quan đến học phí phải được nộp bằng văn bản cho chuyên viên phụ trách dưới đây xử lý:

Phó Giám Đốc Học Vụ /
Phó Giám Đốc Nhân Sự
3537 Johnson Avenue
El Monte, CA 91731
(626) 444-9005

Đơn khiếu nại về học phí của học sinh được nộp cho Liên Hiệp Học Khu Trung Học El Monte và / hoặc hiệu trưởng trường.

Khiếu nại cáo buộc phân biệt đối xử, quấy rối, đe dọa hoặc bắt nạt, phải được nộp trong vòng sáu (6) tháng kể từ ngày bị cáo buộc phân biệt đối xử, quấy rối, đe dọa hoặc bắt nạt hoặc ngày người khiếu nại nhận được sự thật về sự kỳ thị bị cáo buộc, quấy rối, đe dọa, hoặc bắt nạt, trừ khi thời gian nộp đơn được mở rộng bởi giám thị hoặc người được chỉ định của mình.

Các khiếu nại sẽ được điều tra và một bản báo cáo bằng văn bản với Quyết định sẽ được gửi đến người khiếu nại trong vòng sáu mươi (60) ngày kể từ ngày nhận được đơn khiếu nại. Khoảng thời gian này có thể được gia hạn bằng văn bản thỏa thuận của người khiếu nại. Người chịu trách nhiệm điều tra khiếu nại sẽ tiến hành và hoàn tất việc điều tra theo các chính sách và thủ tục của UCP của chúng tôi.

Người khiếu nại có quyền kháng cáo quyết định của chúng tôi về các khiếu nại liên quan đến các chương trình và hoạt động cụ thể theo UCP, học phí và LCAP cho Bộ Giáo Dục California (CDE) bằng cách nộp đơn kháng cáo trong vòng 15 ngày kể từ ngày nhận được Quyết Định của chúng tôi. Kháng cáo phải kèm theo một bản sao của đơn khiếu nại sơ khởi và bản sao Quyết định của chúng tôi.

Người khiếu nại được thông báo về các biện pháp luật dân sự, bao gồm, nhưng không giới hạn, lệnh cấm, lệnh cấm hoặc các biện pháp hoặc đơn đặt hàng khác có thể có sẵn theo luật phân biệt đối xử của tiểu bang hoặc liên bang, quấy rối, đe dọa hoặc bắt nạt, nếu có.

Bản Chính sách và Thủ tục khiếu nại đồng nhất được cho miễn phí và cũng có thể tìm thấy trên trang mạng Học Khu www.emuhsd.org.



EL MONTE UNION HIGH SCHOOL DISTRICT UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Email: _____

Date of Alleged Violation: _____ Location of Alleged Violation: _____

Please Check: Parent/Guardian Student District Employee Other _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|--|---|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Compensatory Education | <input type="checkbox"/> Local Control & Accountability Plan (LCAP) |
| <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> Agricultural Vocational Education | <input type="checkbox"/> Course Periods Without Educational Content | <input type="checkbox"/> Physical Education Instructional Minutes |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Economic Impact Aid | <input type="checkbox"/> Regional Occupation |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> English Learner Programs | <input type="checkbox"/> School Safety Plans |
| <input type="checkbox"/> CA Peer Assistance and Review Programs for Teachers | <input type="checkbox"/> Every Student Succeeds Act/No Child Left Behind (Titles I-VII) | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Career Technical Education | <input type="checkbox"/> Foster/Homeless/Former Juvenile Court Pupils | <input type="checkbox"/> State Preschool |
| <input type="checkbox"/> Child Care and Development | <input type="checkbox"/> Lactating Student | <input type="checkbox"/> Student Fees |
| <input type="checkbox"/> Child Nutrition | | <input type="checkbox"/> Tobacco-Use Prevention Education |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of such as described in your complaint, if applicable:

- | | | |
|--|---|---|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> National Origin | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Race or Ethnicity | <input type="checkbox"/> Association with a person or group with one or more of actual or perceived characteristics above |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Religion | |
| <input type="checkbox"/> Ethnic Group Identification | | |

1. Please provide facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any school or district personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Return this form and any documents to:

Asst. Superintendent of Educational Services / Asst. Superintendent of Human Resources
El Monte Union High School District
3537 Johnson Avenue
El Monte, California 91731
Phone: (626) 444-9005

For office use:

Received by: _____ Date: _____



EL MONTE UNION HIGH SCHOOL DISTRICT PROCEDIMIENTO UNIFORME DE QUEJAS

Apellido: _____ Nombre: _____

Nombre del Estudiante (*si aplica*): _____ Grado: _____ Fecha De Nacimiento: _____

Domicilio/# de Apartamento: _____

Ciudad: _____ Estado: _____ Codigo Postal: _____

Numero de Telefono: _____ Numero de Celular: _____ Número de Trabajo: _____

Correo Electrónico: _____

Fecha de Presunta Violación: _____ Ubicación de Presunta Violación: _____

Por Favor Marque Uno: Padre/Tutor Estudiante Empleado del Distrito Otro _____

Para las alegaciones de incumplimiento, por favor marque el programa o actividad a que se refiere su queja, si es aplicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Educación de Adultos | <input type="checkbox"/> Educación Compensatoria | <input type="checkbox"/> Plan de Control Local y Rendimiento de Cuentas (LCAP) |
| <input type="checkbox"/> Educación y Seguridad Después de Escuela | <input type="checkbox"/> Ayuda Categórica Consolidada | <input type="checkbox"/> Educación Migrante |
| <input type="checkbox"/> Educación Vocacional Agrícola | <input type="checkbox"/> Periodos de Cursos sin Contenido Educativo | <input type="checkbox"/> Minutos de Instrucción de Educación Física |
| <input type="checkbox"/> Educación de los Indios Americanos | <input type="checkbox"/> Ayuda de Impacto Económico | <input type="checkbox"/> Ocupación Regional |
| <input type="checkbox"/> Educación Bilingüe | <input type="checkbox"/> Programas de Aprendices de Inglés | <input type="checkbox"/> Planes de Seguridad Escolar |
| <input type="checkbox"/> Programas de Asistencia y Revisión de Compañeros de CA para Profesores | <input type="checkbox"/> Every Student Succeeds Act/ No Child Left Behind (Títulos I-VII) | <input type="checkbox"/> Educación Especial |
| <input type="checkbox"/> Educación de Carreras Técnicas | <input type="checkbox"/> Estudiante de crianza/sin hogar/anteriormente de la corte juvenil | <input type="checkbox"/> Preescolar del Estado |
| <input type="checkbox"/> Cuidado y Desarrollo Infantil | <input type="checkbox"/> Estudiante Lactante | <input type="checkbox"/> Honorarios de Estudiantes |
| <input type="checkbox"/> Nutrición Infantil | | <input type="checkbox"/> Educación para la Prevención del Consumo del Tabaco |

Para las alegaciones de discriminación ilícita, acoso, intimidación u hostigamiento, por favor verifique la base de tal como se describe en su queja, si es aplicable:

- | | | |
|---|---|---|
| <input type="checkbox"/> Edad | <input type="checkbox"/> Identificación de Grupos Étnicos | <input type="checkbox"/> Sexo (Real o Percibido) |
| <input type="checkbox"/> Ascendencia | <input type="checkbox"/> Género/Expresión de Género/Identidad de Género | <input type="checkbox"/> Orientación Sexual (Real o Percibida) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Origen Nacional | <input type="checkbox"/> Asociación con una persona o grupo con una o más de las características reales o percibidas arriba |
| <input type="checkbox"/> Discapacidad (Mental o Física) | <input type="checkbox"/> Raza o Etnicidad | |
| | <input type="checkbox"/> Religión | |

1. Por favor, proporcione datos sobre la queja. Proporcione detalles como los nombres de los involucrados, las fechas, si hubo testigos presentes, etc., que pueden ser útiles para el investigador de la queja.

2. ¿Ha discutido su queja o presentado su queja al personal de la escuela o el distrito? Si lo hizo, ¿a quién se llevó la queja y cuál fue el resultado?

3. Por favor proporcione copias de cualquier documento escrito que pueda ser relevante o que apoye su queja.

He adjuntado documentos de respaldo. Si No

Firma: _____ Fecha: _____

Devuelva este formulario y cualquier documento a:

Asst. Superintendente de Servicios Educativos / Asst. Superintendente de Recursos Humanos
El Monte Union High School District
3537 Johnson Avenue
El Monte, California 91731
Phone: (626) 444-9005

Para uso de oficina:

Recibido por: _____ Fecha: _____

PROHIBITION OF UNLAWFUL HARASSMENT OF STUDENTS

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

Prohibited discrimination, harassment, intimidation, cyber bullying or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Students who engage in discrimination, harassment, intimidation, bullying, cyber bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequences or discipline. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, cyber bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, cyber bullying or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

Assistant Superintendent of Educational Services

El Monte Union High School District

3537 Johnson Avenue

El Monte, CA 91731

(626) 444-9005

To prevent discrimination, harassment, intimidation, and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Provide to employees, volunteers, and parents/guardians training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, harassment, intimidation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the Coordinator whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the Coordinator shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

4. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

5. When 15 percent or more of a school's students speak a single primary language other than English, translate the nondiscrimination policy, related complaint procedures, and all forms for use in the complaint process into that other language. (Education Code 234.1, 48985)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, cyber bullying or bullying against a student is required to intervene if it is safe to do so. (Education Code 234.1)

Note: Item #7 below is optional and should be revised to reflect district practice. In some situations, the district may need to provide individualized accommodation to a student to protect him/her from harassment or bullying. Each situation will need to be analyzed to determine the most appropriate course of action to meet the needs of the student, based on the circumstances involved.

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate accommodation(s) to protect students' privacy rights and ensure their safety from threatened or potentially harassing, intimidating, or discriminatory behavior.

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, cyber bullying or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, cyber bullying or bullying or to whom such an incident is reported shall immediately report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, cyber bullying or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Transgender and Gender-Nonconforming Students

Gender identity means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned sex at birth. (Education Code 210.7)

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior consent, except when the disclosure is otherwise required by law or is necessary to preserve the student's physical or mental well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the Coordinator for Nondiscrimination. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to law or district policy, and shall inform the student that it may be impossible to accommodate the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the Coordinator, the employee shall do so within three school days.

As appropriate, the Coordinator shall discuss with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. Any decision to disclose the student's status to others shall be based on the student's best interest.

2. Determining a Student's Gender Identity: The Coordinator shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the Coordinator shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The Coordinator shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Coordinator shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.

4. Accessibility to Sex-segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. However, a student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Suggested Course of Study for High School Graduation

The course of study outlined on this page indicates the specific required subjects offered at each grade level. Each student has the opportunity to supplement these requirements with appropriate electives from the various departmental offerings. These electives should be selected carefully in keeping with a student's post-graduate college and career plans, including Career Technical Education (CTE) courses leading to a Certificate in CTE pathway.

Freshmen and Sophomores enroll in 6 classes (periods). At sites with traditional class schedules and seven classes (periods) for sites having block schedules. Credits toward graduation are earned at the rate of five (5) per semester for each course completed with a passing grade. A total of 220 credits are required for graduation.

9th Grade (Freshman)

English I
Mathematics* (see note #1)
Science*
Physical Education
Fine Arts or Foreign Language*
Elective or Career Technical Education (CTE)

10th Grade (Sophomore)

English 2
World History
Physical Education
Health (plus a one-semester elective)
Or Career Technical Education (CTE)
Mathematics (see note #1)
Science
Foreign Language

11th Grade (Junior)

English 3
United States History
Mathematics (2 years math required – 20 units)
(See note #1)
Science
Elective or Career Technical Education (CTE)
Elective

12th Grade (Senior)

U. S. Government/Economics
English 4
Four Electives, including Career Technical Education (CTE)

Graduation Requirements

The high school graduation requirements represent a combination of courses prescribed by the State of California and by the Board of Trustees of the El Monte Union High School District.

Note #1 - Integrated Math 1 is required for all students. (This requirement can be satisfied in 7th or 8th grade). Integrated Math 1 is followed by Integrated Math 2 and Integrated Math 3 in subsequent years.

Graduation Requirements

(10 credits per course per year; 5 credits per course per semester)

English*	40
Science (Biological and Physical)**	20
Health	5
Mathematics***	20
World History	10
U. S. History	10
Economics/U.S. Government	10
Physical Education	20
Fine Arts or Foreign Language	10
	Sub-total
	145
Elective Subjects or Career Technical Education	75
	Total credits required for graduation
	220

*English taken in another country where it is considered a foreign language will be used for elective credit--not English graduation requirement credit.

**All students must complete, at a minimum, two semesters of physical science and two semesters of life science.

***All students must complete Integrated Math 1 (may be satisfied in 7th or 8th grade).

NOTES:

- (1) Students must complete all requirements and 220 credits.
- (2) All 9th and 10th Grade students are required to enroll in six (6) classes per semester with the exception of South El Monte (SEM) and Mountain View (MV), which requires seven (7) classes per semester.
- (3) Summer School is subject to funding availability.
- (4) Students must also take ten (10) units of Career Technical Education (CTE) and a course to fulfill the Computer Studies requirement.
- (5) Students must pass Integrated Math 1.
- (6) All students must complete, at a minimum, two semesters of life science and two semesters of physical science.
- (7) The 20 math credits required for graduation must be satisfied by credits in Integrated Math 1 (or equivalent) and higher-level math classes.
- (8) The various curricula established shall be based upon the educational needs, interest, and capacities of the pupils of the district. The Governing Board expects students to progress through each grade within one school year. To accomplish this expectation, instruction should accommodate the varying interests and growth patterns of individual students and, when needed, includes strategies for addressing academic deficiencies. When a student is identified as being at-risk of becoming credit deficient, the Principal or designee shall so notify the student's parent/guardians as early as practicable in the school year.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. By graduation the student must also meet the minimum proficiency requirements set by the Board and the State of California. Beginning with the class of 2001 and thereafter, all grade level privileges will be based solely on the grade level of the student. This standing will be determined at the end of summer school for all class privileges. However, class standing for fall registration priority will be determined after the spring grades are issued.

Designation for actual grade level (determined by credits earned):

- 9th grade - up to 49 credits having successfully completed all core requirements*ⁱ
- 10th grade - 50 to 99 credits having successfully completed all core requirements*ⁱⁱ
- 11th grade - 100 to 159 credits having successfully completed all core requirements*
- 12th grade - 160 to 220 credits having successfully completed all core requirements*

* Core requirements are defined as those classes required for graduation by grade level in the subject areas of English, mathematics, science and social science, in which the student had officially enrolled.

ⁱ All ninth and tenth graders are required to have a full day schedule.

High School Fine Arts Requirement

The following classes meet the fine arts requirement of Senate Bill SB1123 for high school graduation. One year of fine arts or foreign language is required.

Department and Course	AHS	EMHS	MVHS	RHS	SEMHS	FRLHS
VISUAL ARTS DEPARTMENT						
Art 1,2,3,4 (including sheltered)	X	X	X	X	X	X
Ceramics 1,2,3,4		X	X	X		X
Commercial Art						X
CAREER TECHNICAL EDUCATION DEPARTMENT						
Digital Video Production and Graphic Design 1, 2, 3, 4		X	X			
Introduction to Graphic Design	X			X		
Intermediate Graphic Design	X			X		
Advanced Graphic Design	X					
Intermediate Stage Technology	X	X	X	X	X	X
Advanced Stage Technology	X	X	X	X	X	X
ENGLISH DEPARTMENT						
Drama 1,2,3,4 (Performing Arts Dept. at AHS and MVHS)	X	X	X	X	X	
Speech 1	X				X	
FOREIGN LANGUAGE DEPARTMENT						
Chinese 1,2,3	X	X	X	X	X	
Chinese Language and Culture AP	X	X		X		
French 1,2,3,4 (French Language AP)	X	X	X			
Spanish 1,2,3	X	X	X	X	X	
Spanish Language AP, Spanish Literature AP	X	X	X	X	X	
Spanish 1X	X	X	X	X	X	
Spanish 2X	X	X	X	X	X	
INDUSTRIAL ARTS/ TECHNOLOGY						
Graphic Arts 1, 2, 3, 4	X		X	X		
PERFORMING ARTS DEPARTMENT						
A'Cappella	X	X	X	X	X	
Advanced Guitar		X	X			
Aeolian Choir		X	X	X	X	
Beginning Instruments		X		X	X	
Chamber Choir	X		X	X	X	
Chamber Jazz Ensemble	X			X	X	
Dance Prop Production	X		X	X	X	
Glee	X	X	X		X	
Guitar		X	X			
Music Appreciation				X	X	
Percussion Techniques					X	
Piano 1,2,3,4		X		X	X	
Senior Band	X	X	X	X	X	
Stage Band			X		X	
String Orchestra	X	X		X		
Treble Choir	X	X		X	X	
SPECIALS						
Yearbook Production	X	X	X	X	X	

Summer School

Summer School is subject to funding. Registration for Summer School is done during the spring and all classes offered are subject to change and/or cancellation. The dates for Summer School are subject to change. It is anticipated that the following courses will be offered during the 2019 summer session depending upon the availability of funds and staff. Most courses are offered for students needing to make-up lost credits.

Potential 2020 Summer School Course Offerings

Department and Course	AHS	EMHS	MVHS	RHS	SEMHS
BUSINESS DEPARTMENT					
Business Tech Core / Computer Information Technology	X	X	X	X	X
ENGLISH DEPARTMENT					
ELD Workshop 1,2,3	X	X		X	X
Transitional English	X	X			X
Critical Thinking 1	X			X	
English 1	X	X	X	X	X
English 2	X	X	X	X	X
English 3	X	X	X	X	X
English 4		X			
FOREIGN LANGUAGE					
Spanish 1				X	
HEALTH DEPARTMENT					
Health	X	X	X	X	X
MATH DEPARTMENT					
Integrated Math Bridge 1 (for incoming 9th graders ONLY)	X	X	X	X	X
Integrated Math 1	X	X	X	X	X
Integrated Math 2	X	X	X	X	X
Pre Calculus/Trigonometry	X	X	X	X	X
Integrated Math 3	X	X	X	X	X
SCIENCE DEPARTMENT					
Physical Science Accelerated					X
Physical Science	X		X		
Biology	X		X	X	X
Chemistry				X	X
SOCIAL SCIENCE DEPARTMENT					
World History	X	X	X	X	X
U.S. History	X	X		X	X
U.S. Government	X	X	X	X	X
Economics	X	X	X	X	X
SPECIALS					
Summer Bridge Program	X			X	
Integrated Math Readiness				X	

◆ Vocational Education (VE) Complete Listing of Classes Offered ◆
(This list includes VE classes that may be offered during Summer School.)

1.	Administration of Justice	Level 1
2.	Auto Tech	Level 1
3.	Auto Tech	Level 2
4.	Crime Scene Occupations: Intro to Forensics	Level 1
5.	Crime Scene Occupations: Intro to Forensics	Level 2
6.	Criminal Law	Level 1
7.	Dental Assistant	Level 1
8.	Dental Assistant	Level 2
9.	Dental Assistant	Level 3
10.	Fitness Occupations	Level 1
11.	Fitness Occupations	Level 2
12.	Food Service Occupations	Level 1
13.	Food Service Occupations	Level 2
14.	Graphic Arts	Level 1
15.	Health Education and Careers	
16.	Medical Assistant	Level 1
17.	Medical Assistant	Level 2
18.	Medical Assistant	Level 3
19.	Medical Billing and Coding	Level 1
20.	Pharmacy Technician	Level 1
21.	Pharmacy Technician	Level 2
22.	Retail Marketing *CC/**CVE	
23.	Silkscreen Occupations	Level 1
24.	Silkscreen Occupations	Level 2
25.	Silkscreen Occupations	Level 3
26.	Silkscreen Occupations	Level 4
27.	Sports Therapy	
28.	Stagecraft Tech: Lighting and Sound	Level 1
29.	Stagecraft Tech: Lighting and Sound	Level 2
30.	Video Design	Level 1
31.	Video Design	Level 2
32.	Video Design	Level 3
33.	Video Production	
34.	Woodworking Occupations	Level 1
35.	Woodworking Occupations	Level 2
36.	Woodworking Occupations	Level 3

Important

1.) See your school's VE Technician or Career Guidance Counselor in your Career Center to discover which VE classes will fit into your unique schedule and meet your personal interest and needs.

*CC = Community Classroom
(non-paid on-the-job training)

**CVE = Cooperative Vocational Education
(paid on-the-job training)

**Note: Course offerings are subject to change. Please check school websites for most current course offerings.*

University and College Entrance Requirements

Community College

In order to enroll in community college, either a high school diploma or 18 years of age is required.

Entrance exams are no longer required, but Math and English placement tests may be required.

Applicants must:

1. Submit your application online with the Office of Admissions and Records. The deadlines for filing new applications may be obtained by calling the community college or looking online at the admissions website.
2. Have a transcript of high school record sent directly to the Office of Admissions and Records. Transcripts are not accepted from the students. All transcripts become the property of the college.
3. Fulfill residency requirements.

NOTE: A student wishing to take college level classes at Rio Hondo College or Pasadena City College while attending El Monte Union High School District schools should see his/her counselor for details on Community College Concurrent Enrollment.

Pasadena City College

On behalf of our entire faculty and staff, I warmly invite you to Pasadena City College. Here you will encounter a patient, nurturing faculty and staff who stand ready to help you turn your dreams into reality.

Enrolling at PCC will make you a part of a long, 86-year tradition of excellence. Since 1924, the good people of Pasadena City College have dedicated themselves to student success while educating more than a million students. Indeed, the roll call of PCC alumni reads like a "Who's Who" of American success stories, including the pioneering Jackie Robinson who helped change the course of American history.

Pasadena City College offers outstanding educational opportunities, whether your goal is to transfer to a four-year institution or acquire vocational training to enter a competitive workforce. Additionally, with the permission of your parents and your school, you may earn college credits while still attending high school. Take the first step in becoming a proud PCC alumnus by calling the numbers listed below for complete information on registration, financial aid, assessment, and classes or contact us on-line at www.pasadena.edu.

I look forward to meeting you on campus.

Dr. Rajen Vurdien
Superintendent-President

Enroll today!

Call us for details:

Admissions.....	(626) 585-7395
Counseling.....	(626) 585-7251
Financial Aid.....	(626) 585-7401
EOP&S.....	(626) 585-7439
Assessment Center.....	(626) 585-7272

Rio Hondo College

Rio Hondo College is one of the top community colleges in the state at transferring underrepresented minorities to University of California campuses and was named among the top 25 community colleges for Hispanic students nationwide. The College offers 24 associate degrees for transfer that guarantee admission to California State Universities, a four-year bachelor's degree in automotive technology, 50 associate degrees, and 60 certificates.

Conveniently located in Whittier near the intersection of the Pomona (60) and San Gabriel River (605) freeways, with panoramic views of the San Gabriel Valley/Los Angeles area, Rio Hondo College served more than 1 million students since it was founded in the early 1960's.

The College is noted for its Pathway to Law School Program, for its outstanding transfer courses, state-of-the-art career training courses, and for its student-centered services. There is a full range of campus clubs and student government, as well as 14 intercollegiate athletic teams and a wide array of opportunities in the performing arts.

With the permission of your school and your parents, you can enrich your education by taking Rio Hondo College courses while still in high school, and the fees are waived if you have not yet graduated from high school. Graduating high school seniors will find that compared to four-year institutions, the current tuition of \$46.00 per unit for California residents, plus some minor additional costs, such as parking, books, and Student Representation Fee, makes Rio Hondo an inexpensive choice for higher education and career success.

For complete information on enrollment, financial aid, assessment testing, and class scheduling, contact the College at the following numbers or online at www.riohondo.edu.

Counseling Department.....	(562) 908-3410
Admissions & Records.....	(562) 908-3415
Financial Aid.....	(562) 908-3411
EOP&S.....	(562) 908-3423

We hope that you will take advantage of the world of opportunities waiting for you at Rio Hondo College. Remember, "Start Rio, Go Anywhere!"

Teresa Dreyfuss
Superintendent / President

Other local community colleges

- Citrus Community College
1000 W. Foothill Blvd.
Glendora, CA 91741-1899
(626) 963-0323

- Mount San Antonio Community College
1100 N. Grand Ave
Walnut, CA 91789
(909) 274-7500

- East Los Angeles College
1301 Avenida Cesar Chavez
Monterey Park, CA 91754
(323) 265-8650

University of California (UC) / California State University (CSU)

Freshman Admission Requirements

To establish eligibility for admission as a first-time freshman, an applicant is required to: (1) be a high school graduate; (2) have completed, with grades of C or better, each of the courses in the comprehensive pattern of college preparatory subject requirements (A-G); and (3) have a qualifiable eligibility index.

College Preparatory Pattern

First-time freshman applicants are required to have completed, with a grade of C or better in each course, the 15-unit comprehensive pattern of college preparatory study. A unit is equal to one year of study in high school.

- | | |
|--|--|
| a. History/Social Science | 2 years required |
| b. English | 4 years required |
| c. Mathematics (Including Integrated Math I, II, & III) | 3 years required / 4 years recommended |
| d. Science with Laboratory (Biology, Chemistry, Physics or one Physical/one Life science) | 2 years required / 3 years recommended |
| e. Language Other Than English (LOTE) | 2 years required / 3 years recommended |
| f. Visual and Performing Arts (Art, Dance, Drama, /Theater, or Music). Must be UC/ CSU Approved. | 1 year required |
| g. College preparatory electives (chose from the subjects listed above or another course approved by UC/CSU) | 1 year required |

*or equivalent to the 2nd level of high school instruction

For UC admission earn a grade point average (GPA) of 3.0 or better (3.4 if you're a nonresident) in these courses with no grade lower than a C. Meet the examination requirement for the UC by taking the ACT Plus Writing or the SAT Reasoning Test with essay by December of your senior year. UC does not require SAT Subject Tests, but certain programs on some campuses recommend them, and you can use subject tests to satisfy some "a-g" requirements listed above.

For CSU admission earn a g.p.a of 2.0 or better in these courses with no grade lower than a "C". Meet the examination requirement by taking the ACT Examination and/or SAT Reasoning Test. CSU does not require prospective students to take the SAT Subject Tests.

University of California Scholarship Requirement:

UC's scholarship requirement defines the grade point average (GPA) students must earn in college-preparatory ("a-g") subjects and the admissions test scores they must achieve to be eligible for admittance. To determine if they meet this requirement, UC uses something called an Eligibility Index.

The University assigns extra points for up to eight units (a unit refers to one semester of study in high school) of certified Honors level and Advanced Placement courses taken in the last three years of high school: A=5 points, B=4 points, and C=3 points. Grades of D earned in Honors and AP courses are not assigned extra points. No more than four units of certified Honor AP level courses taken in grade 10 may be assigned extra points.

D and F Grades: If a student earns a D or F in an "a-g" course, the course must be repeated with a grade of C or better in order to apply it toward the subject requirement. The websites for further details are:

admission.universityofcalifornia.edu/freshman/requirements/

About 90 percent of UC undergraduates are California residents. They are a vibrant and diverse group, encompassing the cultural, racial, socioeconomic and geographic richness of our state.

Two paths to UC:

For the highest-achieving California applicants, we have two programs. If you are in one of the following groups and you are not admitted to any of the UC campuses you apply to, you'll be offered a spot at another campus if there's space.

Statewide path

You must rank in the top 9 percent of California students according to the UC admissions index.

Local path

You must rank in the top 9 percent of your graduating class at a participating California high school. This is also known as Eligibility in the Local Context (ELC).

UNIVERSITY OF CALIFORNIA A-G REQUIREMENTS
CALIFORNIA STATE UNIVERSITY A-G REQUIREMENTS

<p>a-g Subject Requirements</p>
<p>a. HISTORY/SOCIAL SCIENCE--(2 years required) Two years of history/social science, including one year of world history, cultures and geography (may be a single yearlong course or two one-semester courses), and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.</p>
<p>b. ENGLISH-- (4 years required) Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.</p>
<p>c. MATHEMATICS-- (3 years required-4 recommended) Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.</p>
<p>d. LABORATORY SCIENCE--(2 years required-3 recommended) Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.</p>
<p>e. WORLD LANGUAGE--(2 years of same language required-3 recommended) Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.</p>
<p>f. VISUAL AND PERFORMING ARTS-- (1 year required, or 2, 1 semester classes in the sample discipline) One yearlong course of visual and performing arts chosen from the following: dance, drama/theater, music or visual art.</p>
<p>g. COLLEGE PREPARATORY ELECTIVES -- (1 year required) One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory-level courses), history, social science, English advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language)</p>

Grades earned in required academic courses taken in the 9th grade or earlier will not be used in calculating the grade-point average for admission.

The University of California is one of the world's largest and most renowned centers of higher education. The University recognizes and values the intellectual and cultural contributions that result from a diverse student population. It seeks a heterogeneous environment which reflects the rich diversity of the State of California. Without this diversity, the University would lose a great deal of its intellectual vitality, and the quality of its educational experience would be diminished.

The University recognizes its responsibility to develop leadership among low-income and minority groups and has, therefore, established programs which identify promising low-income and underrepresented minority students, and encourages and supports their attendance at the University's campuses. The Educational Opportunity Program (EOP) and Student Affirmative Action (SAA) Program are instrumental in encouraging minority student enrollment at the University.