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Grades 9-12

## SOUTH EL MONTE HIGH SCHOOL

### School Accountability Report Card Reported Using Data from the 2022-23 School Year Published During 2023-24

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School District**  
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#### About This School

##### School's Vision

A community where everyone thinks independently, works collaboratively, and lives responsibly.

##### School's Mission

Every Student a Success Story

##### Principal's Message

Welcome to South El Monte High School (SEMHS), a top Los Angeles County Public School for helping to close the opportunity and achievement gap for students. SEMHS and the El Monte Union High School District continue to react in real time to the urgent needs and demands of a historic global pandemic and a profoundly changed academic experience. We will continue our laser-sharp focus on providing the best possible education that is consistent with protecting everyone's health and safety. Our mission continues to be: *Every Student A Success Story*.

SEMHS is a high-performing school with a variety of programs to support your learning interest and to build on your personal creative talents. We have transitioned our rigorous academic curriculum to a digital platform, as well as a host of activities and programs that will enable you to explore new skills and find your passion. At SEMHS, *nearly half of our students enroll in the Early College Academy*, a dual-enrollment partnership with Rio Hondo College that enables students to earn transferable college credits while earning their high school diploma. In addition, we offer one of the best Advancement Via Individual Determination (AVID) programs in the El Monte Union High School District.

We also offer various robust career technical education pathways, including professional theater, financial services, healthcare services, software and systems development, machine and forming technologies, and public safety through our Fire Safety Academy. These pathways provide a hands-on Future Ready education that prepares our graduates to pursue careers in these lucrative fields

Onward & Upward,  
Dr. Jorge Morales

##### School Description

South El Monte High School was opened during the 1992-1993 academic year. As the newest high school in the El Monte Union High School District, SEMHS was built to serve the families of the city of South El Monte. Since its opening, SEMHS has established several successful programs, including Project Lead the Way, Public Service Academy, AVID, and most recently, the Early College Academy dual enrollment program in partnership with Rio Hondo College.

SEMHS students have always benefited from successful academic rigor within our schedule, competitive athletics programs, a wide variety of clubs and organizations, and friendly and supportive staff that believes in Every Student a Success Story

The site is also home to the district's Professional Development Center, the Transportation Department Headquarters, the Facilities and Maintenance Headquarters, and the district's purchasing and receiving departments. In many ways, South El Monte High School is a hub for centralized business for the district.



## SCHOOL ACCOUNTABILITY REPORT CARD

### Student Enrollment by Grade Level (2022-23)

Grade Level	Enrollment
Grade 9	353
Grade 10	323
Grade 11	355
Grade 12	269
Total Enrollment	1,300

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22
Permits and Waivers	0.0	0.0
Misassignments	1.4	3.2
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.4	3.2

### Student Enrollment by Subgroup (2022-23)

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.1
Non Binary	0.1
Asian	4.1
Black or African American	0.2
Filipino	0.3
Hispanic or Latino	94.8
White	0.6
English Learners	24.1
Foster Youth	0.6
Homeless	1.7
Migrant	0.9
Socioeconomically Disadvantaged	89.3
Students with Disabilities	15.9

### Teachers Without Credentials Assigned Out-of-Field (considered “out-of-field” under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0
Local Assignment Options	0.7	0.7
Total Out-of-Field Teachers	0.7	0.7

### Class Assignments

Indicator	Percent 2020-21	Percent 2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2	7.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.6	4.7

### Curriculum and Instructional Materials

The school uses the latest technology and software as tools to enhance instruction and learning. The library provides students and staff with a rich collection of fiction and non-fiction material. Currently, the school library has 27,871 books with a ratio of 20.1 books per student in addition to access to the California Statewide Consortium eBook database with an additional 13,599 titles, a total of 38,470 books and 31 books per student. The library also purchases thirteen online databases. These resources help to support student research and to foster a reading culture at our school. The librarian works to integrate information and research into the classroom curriculum so that learn how use information critically and to create new ideas.

### Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority, 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.9	89.4%	337.3	90.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.0	1.3%	4,205.9	1.5%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	2.6%	5.8	1.6%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	1.3%	8.4	2.3%	12,115.8	4.4%
Unknown	3.7	6.7%	18.0	4.8%	18,854.3	6.9%
Total Teaching Positions	55.8	100.0%	374.6	100%	274,759.1	100.0%



# SCHOOL ACCOUNTABILITY REPORT CARD

## Teacher Preparation and Placement (2021-2022)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.1	83.71%	338.2	91.61%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	3.41%	4.0	1.08%	4,853.0	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.2	5.5%	6.7	1.82%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	1.24%	12.0	3.25%	11,953.1	4.28%
Unknown	3.5	6.12%	8.2	2.29%	15,831.9	5.67%
Total Teaching Positions	58.6	100.0%	369.2	100%	279,044.8	100.0%

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2023-24)

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certifies that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below as of October 4, 2023. Our high schools offer students updated textbooks aligned to the California State content standards. Students receive a copy of the text to use for the semester in core areas (English, math, social science, science). In addition, for Advanced Placement Courses, textbooks approved by the AP Central (College Board) are recognized by the District as District Approved. The following is a list of some of the most current adopted textbooks.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Language Arts	California Literature-McDougal Littell	2011	Yes	0%
	Literature & Language Arts-Holt	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2004	Yes	0%
	English 4P, The Alchemist	2017	Yes	0%
	Journalism: Publishing Across Media	2016	Yes	0%
	Study Sync w/ Designated ELD Units	2022	Yes	0%
Mathematics	Integrated Math 1, 2, 3 – Houghton Mifflin Harcourt	2016	Yes	0%
	Precalculus-Graphing & Data Analysis	2001	Yes	0%
	Calculus-A Complete Course	2001	Yes	0%
	Finite Mathematics: An Applied Approach, 11 <sup>th</sup> Ed.	2017	Yes	0%
	Mathematics for Business and Personal Finance	2017	Yes	0%
Science	Biology, California Edition – McDougal Littell	2011	Yes	0%
	Biology, California Edition & Prentice Hall	2011	Yes	0%
	Chemistry-Houghton Mifflin	1992	Yes	0%
	Modern Chemistry (Holt)	1972	Yes	0%
	Physics-Principles & Problems	1978	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
	Intro to the Human Body	1992	Yes	0%
	Earth Science-California Edition	2006	Yes	0%
History-Social Science	World History: The Modern Era	2018	Yes	0%
	The Americans	1997	Yes	0%
	U.S. History	2019	Yes	0%
	The American Pageant	1983	Yes	0%
	Magruder's American Government	2018	Yes	0%
	Economics: Principles in Action	2018	Yes	0%
	Civics in Practice: Principles of Government & Economics	2014	Yes	0%
	Psychology-Themes & Variations	2000	Yes	0%
	Psychology and You	1995	Yes	0%
	Psychology, Psychology in Everyday Life	2017	Yes	0%
	Spanish 1, 1X, 2, 2X, 3, & 4 AP	2017	Yes	0%
	Spanish 1P, Avancemos 1	2017	Yes	0%
Foreign Language	Spanish 2P, Avancemos 2	2017	Yes	0%
	Spanish 3P, Descubre 3	2017	Yes	0%
	Spanish 1X, Descubre 2	2017	Yes	0%
	Spanish 2X, Imagina	2017	Yes	0%
	French 1, 3, & 4	1997-2000	Yes	0%
	French 1P, D'accord! 1	2017	Yes	0%
	French 2P, D'accord 1	2017	Yes	0%
	French 3P, D'accord 2	2017	Yes	0%
	French 4P, D'accord 3	2017	Yes	0%
	Chinese 1, 2, & 3	2007	Yes	0%
	Chinese 1P, Zhen Bang! Book 1	2017	Yes	0%
	Chinese 2P, Zhen Bang! Book 1	2017	Yes	0%
	Chinese 3P, Zhen Bang! Book 2	2017	Yes	0%



## SCHOOL ACCOUNTABILITY REPORT CARD

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2023-24) - Continued

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
English Language Development	Edge Fundamentals, Edge, Level A & B	2011	Yes	0%
Health	Health Comprehensive Health (Goodheart-Wilcox)	2007 2016	Yes Yes	0% 0%
Science Lab Equipment (9-12)		N/A	Yes	0%

#### School Facilities

##### Maintenance and Repair

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

##### Cleaning Process and Schedule

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

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

#### School Facility Conditions and Planned Improvements

SEMHS opened in September 1992. Currently, all buildings and facilities meet handicap regulations. Elevators make all second-floor facilities accessible to all disabled students. Athletic facilities include locker rooms and team rooms. The buildings follow state earthquake standards. The hard work of our maintenance and custodial staff has kept our facilities in excellent condition.



#### School Facility Good Repair Status (School Year 2023-24)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on December 7, 2023.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	No repairs needed at the time of the inspection.
<b>Interior:</b> Interior Surfaces	<b>Good</b>	Stained ceiling tiles in more than one room. Missing cover light in one room. Light bulbs need replacing in one room.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	No repairs needed at the time of the inspection.
<b>Electrical:</b> Electrical	<b>Good</b>	No repairs needed at the time of the inspection.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	Loose toilet seat in more than one restroom. Soap dispenser needs to be replaced.
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	No repairs needed at the time of the inspection.
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	No repairs needed at the time of the inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	No repairs needed at the time of the inspection.
<b>Overall Rating</b>	<b>Good 98.98%</b>	



## SCHOOL ACCOUNTABILITY REPORT CARD

### Pupil Outcomes

#### State Priority: Pupil Achievement

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All

#### Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
<b>ELA/Literacy</b>	54	45	58	59	47	46
<b>Mathematics</b>	17	14	28	25	33	34

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

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

### CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2022–2023)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	355	343	96.62	3.38	45.48
<b>Female</b>	157	152	96.82	3.18	47.37
<b>Male</b>	198	191	96.46	3.54	43.98
<b>American Indian or Alaska Native</b>	—	—	—	—	—
<b>Asian</b>	12	12	100.0	0.0	75.0
<b>Black or African American</b>	—	—	—	—	—
<b>Filipino</b>	—	—	—	—	—
<b>Hispanic or Latino</b>	337	327	97.03	2.97	44.65
<b>Native Hawaiian or Pacific Islander</b>	—	—	—	—	—
<b>Two or More Races</b>	—	—	—	—	—
<b>White</b>	—	—	—	—	—
<b>English Learners</b>	77	72	93.51	6.49	4.17
<b>Foster Youth</b>	—	—	—	—	—
<b>Homeless</b>	11	10	90.91	9.09	—
<b>Military</b>	—	—	—	—	—
<b>Socioeconomically Disadvantaged</b>	254	243	95.67	4.33	44.03
<b>Students Receiving Migrant Education Services</b>	—	—	—	—	—
<b>Students with Disabilities</b>	50	47	94.0	6.0	10.64

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



# SCHOOL ACCOUNTABILITY REPORT CARD

## CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2022–2023)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	337	95.2	4.8	13.69
Female	157	147	93.63	6.37	12.33
Male	197	190	96.45	3.55	14.74
American Indian or Alaska Native	—	—	—	—	—
Asian	12	12	100.0	0.0	25.0
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	336	320	95.24	4.76	13.17
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	77	72	93.51	6.49	0.0
Foster Youth	—	—	—	—	—
Homeless	11	11	100.0	0.0	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	254	241	94.86	5.12	13.75
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	50	45	90.0	10.0	4.44

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

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
	15.56	20.88	21.89	25.58	29.47	30.29

**Note:** Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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





# SCHOOL ACCOUNTABILITY REPORT CARD

## CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2022-23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	596	569	95.47	4.53	20.25
Female	274	264	96.35	3.65	17.05
Male	322	305	94.72	5.28	23.03
American Indian or Alaska Native	—	—	—	—	—
Asian	21	21	100.0	0.0	66.67
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	566	539	95.23	4.77	18.59
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	133	118	88.72	11.28	0.85
Foster Youth	—	—	—	—	—
Homeless	15	14	93.33	6.67	14.29
Military	—	—	—	—	—
Socioeconomically Disadvantaged	426	406	95.31	4.69	19.7
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	97	82	84.54	15.46	2.47

### Career Technical Education Programs

Some South El Monte students participate in certain CTE courses including:

- Finance and Business with a career pathway to Financial Services Business Accounting
- Engineering and Design with a career pathway to Engineering Design
- Manufacturing and Product Development with a career pathway to Forming Technologies
- Public Services with a career pathway to Public Safety
- Health Science and Medical Technology with a career pathway to Health Care Operational Support Services

### Career Technical Education Participation (2022-23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	652
Percent of pupils completing a CTE program and earning a high school diploma	59.6
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

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

UC/CSU Course Measure	Percent
2022-23 Students Enrolled in Courses Required for UC/CSU Admission	94.85
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	57.2

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (2022-23)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	95.0	96.5	96.8	96.8	97.7

**Note:** The administration of the PFT during the 2021–22 and 2022-23 school years requires only participation results for these five fitness areas.

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



## SCHOOL ACCOUNTABILITY REPORT CARD

### Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement

**Contact Person:** Dr. Jorge Morales, Principal

**Phone Number:** (626) 258-5600

South El Monte High School's "open door" policy encourages parents to partner with the school towards the ongoing education of their children. Parents are welcomed to the campus's new Parent Center located near the entrance to the campus. The Parent Center is staffed with a Community Liaison who offers workshops for parents on a variety of topics ranging from understanding social media to supporting your student's study habits at home. The Community Liaison helps parents create an account in Synergy, which can be used to check student attendance and grades as well as communicate with teachers through email. The South El Monte Parent-Teacher-Student Association (PTSA) is the most active parent group on campus and provides the bulk of the school's outside financial support through a weekly swap meet held on the campus. Some athletic teams and clubs have formed parent booster groups to focus on fundraising and support efforts for the individual program. The school's Seek-To-Achieve Scholarship Committee raises financial support for student scholarships each year. Parents also receive information about all school programs and services by way of mailers, telephone messaging, and email. Parents are encouraged to attend school-wide, grade level, and specialized program meetings, which are held throughout the school year. Currently, the Compensatory Education Office provides workshops and informative meetings for all parents. The Activities Office also hosts Senior Night for parents in preparation for senior activities and graduation. Also, various Academy and Academic programs such as Early College Academy and AVID offer parent information meetings for parents to become familiar with the program. Parents with children enrolled in intervention and support programs are invited to attend meetings to learn about the goals of each program. All teachers can communicate with parents through BlackBoard Connect, Gmail, Synergy, Google Classroom, and by parent conference.

#### State Priority: Pupil Engagement

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

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

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

School	2020-21	2021-22	2022-23
Dropout Rate	2.4	8.2	3.5
Graduation Rate	91.8	86.6	84.9

District	2020-21	2021-22	2022-23
Dropout Rate	8.5	7.9	8.2
Graduation Rate	84.2	85.4	81.0

State	2020-21	2021-22	2022-23
Dropout Rate	9.4	7.8	8.2
Graduation Rate	83.6	87.0	86.2

### Graduation Rate by Student Group (Four-Year Cohort Rate) (2022–2023)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	284	241	84.9
Female	130	112	86.2
Male	154	129	83.8
American Indian or Alaska Native	—	—	—
Asian	—	—	—
Black or African American	—	—	—
Filipino	—	—	—
Hispanic or Latino	272	233	85.7
Native Hawaiian or Pacific Islander	—	—	—
Two or More Races	—	—	—
White	—	—	—
English Learners	77	43	55.8
Foster Youth	—	—	—
Homeless	26	21	80.8
Socioeconomically Disadvantaged	272	234	86.0
Students Receiving Migrant Education Services	—	—	—
Students with Disabilities	56	37	66.1

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



## SCHOOL ACCOUNTABILITY REPORT CARD

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2020-21	School 2021-22	School 2022-23
Suspensions	0.0	2.25	4.55
Expulsions	0.0	0.0	0.15
Rate	District 2020-21	District 2021-22	District 2022-23
Suspensions	0.14	3.36	3.93
Expulsions	0.01	0.0	0.02
Rate	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.2	3.17	3.6
Expulsions	0.0	0.07	0.08

### Suspensions and Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.55	0.15
Female	3.62	0.16
Male	5.37	0.14
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	4.82	0.16
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	5.83	0.0
Foster Youth	0.0	0.0
Homeless	2.58	0.0
Socioeconomically Disadvantaged	4.71	0.16
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	5.83	0.0

### School Safety

#### SB187 Safety Plan

Date the plan was last updated: 11/30/2023

Date the plan was last reviewed with staff: 11/30/2023

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

### Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1362	1349	363	26.9
Female	636	629	202	32.1
Male	726	720	161	22.4
Non Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	55	55	3	5.5
Black or African American	2	2	0	0.0
Filipino	5	4	0	0.0
Hispanic or Latino	1286	1275	351	27.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	14	13	9	69.2
English Learners	343	340	129	37.9
Foster Youth	12	11	3	27.3
Homeless	155	154	41	26.6
Socioeconomically Disadvantaged	1252	1240	338	27.3
Students Receiving Migrant Education Services	12	12	2	16.7
Students with Disabilities	223	218	78	35.8





## SCHOOL ACCOUNTABILITY REPORT CARD

South El Monte High School's primary concern is the safety of the students and staff. Our school follows laws, rules, and regulations about hazardous materials. Fire drills are conducted on a regularly scheduled basis along with two disaster/earthquake drills per year. A disaster preparedness plan is in place for earthquake and emergency evacuations.

Adult supervision of the campus before school, between classes, at lunch, after school, and at all school activities contributes to the stable and safe school environment. Off campus permits for lunch are a privilege for credit current juniors and seniors and are only issued with parental permission. The school's phone and intercom system provide reliable communication for staff and administration in the event of an emergency.

Clearly defined standards of conduct are issued to both students and parents at the beginning of each school year. These standards ensure a safe and constructive educational environment. Students and staff have shown great pride in our school.

### Other SARC Information

#### Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	260.0
Library Media Teacher	1.0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	1.0	
Nurse	0.4	
Resource Specialist (non-teaching)	1.0	
Other	2.0	

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

### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-22)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$18,875	\$7,243	\$11,632	\$95,827
District			\$11,504	\$97,091
State			\$7,607	\$97,850
Percent Difference: School/District			1%	(1%)
Percent Difference: School/State			53%	(2%)

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

#### Other Funding (Fiscal Year 2022-23)

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

Program	Number of Pupils Served	Amount
Title I	1,073	\$382,659
Career Technology Education Incentive		172,579
Arts, Music, & Instructional Material Discretionary		864,385
Learning Recovery Emergency Block Grant		2,369,798
<b>Total</b>		<b>\$3,789,421</b>

### Average Class Size and Class Size Distribution (Secondary)

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

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

Subject	2020-21				2021-22				2022-23			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	28	31	3	25.0	20	11	20	20.0	31	9	25
Mathematics	22.0	22	27	1	24.0	15	18	13	20.0	24	24	9
Science	24.0	10	26	6	25.0	11	10	14	21.0	19	14	11
Social Science	19.0	21	19	2	22.0	16	10	11	22.0	15	15	10



## SCHOOL ACCOUNTABILITY REPORT CARD

### Teacher & Administrative Salaries (Fiscal Year 2021-22)

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,537	\$57,234
Mid-Range Teacher Salary	\$89,674	\$95,467
Highest Teacher Salary	\$115,604	\$122,669
Average Principal Salary (High)	\$163,522	\$173,198
Superintendent Salary	\$226,152	\$277,572
Percent of District Budget		
Teacher Salaries	30.09	31.17
Administrative Salaries	4.78	4.46

### Advanced Placement Courses (2022-23)

Subject	Number of AP Courses Offered*
English	3
Fine and Performing Arts	2
Foreign Language	1
Mathematics	4
Science	2
Social Science	5
Total AP Courses Offered	17
Percent of Students in AP Courses	19.3%

\*Where there are student course enrollments.



### Professional Development

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5 (4 Optional)	5	5

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

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

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

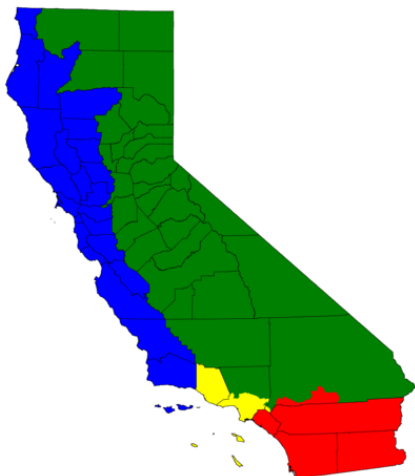
Staff at each comprehensive high school receive targeted support on implementing evidence-based practices led by site administration and an Instructional Coach. The Instructional Coach can deliver model lessons, provide one-to-one coaching, and plan lessons. Additional opportunities for professional development at each comprehensive high school are provided by a Teacher-On-Special-Assignment (TOSA) who supports services specifically for English Learners, four core Content Specialists, and eleven (11) Course Leads also support each site. A TOSA supports all schools by disaggregating data and supporting data analysis.

Additionally, classified staff districtwide can participate in two professional development days over Winter Break. During these sessions, Wellness Coordinators offer training to equip staff with tools to foster students' social-emotional well-being.



## SCHOOL ACCOUNTABILITY REPORT CARD

### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/).

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/).

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



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

### California School Dashboard



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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

