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Grades 9-12

## ROSEMEAD HIGH SCHOOL

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

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School District**  
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#### **About This School**

##### **Mission Statement**

The Mission of Rosemead High School is to create a community that empowers and nurtures ALL students by providing equitable support for academic and socio-emotional learning; therefore graduates of RHS will be responsible, resilient, respectful, and resourceful individuals who are prepared to achieve their college and career goals in our global community.

##### **School Description**

Rosemead High School is located near the center of the sprawling, picturesque San Gabriel Valley and is one of five comprehensive high schools in the El Monte Union High School District. Rosemead High seeks to establish itself as a school emphasizing student-centered learning in a technology-rich environment. Most teachers hold advanced degrees or obtain graduate degrees, reflecting a continued commitment to professional improvement.

Rosemead High School is located 12 miles northeast of Los Angeles in the San Gabriel Valley, a culturally diverse bedroom community, and serves students from low to middle-class socioeconomic families. Rosemead is one of five comprehensive high schools in the El Monte Union High School District, and it serves students from Rosemead, Temple City, San Gabriel, El Monte, and South El Monte. The stakeholders of Rosemead High School are committed to providing the best possible educational and leadership opportunities for students and staff.

Approximately eighty-six percent (86%) of Rosemead's students receive Free/reduced-price lunches. All students qualify for Title I services as a school-wide Title I school. Data analysis has shown yearly decreases in student population over the last two years. Approximately twelve percent (12%) of the student population receives Special Education services.

Rosemead provides a wide range of support programs to meet the academic needs of its students, including an English Language Arts support class. Rosemead High School also offers and encourages AVID (Advancement Via Individual Determination). This system prepares students for college success through academic support, tutorials, and WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. An after-school program is available to provide tutoring in all core subject areas. Instructional services are provided to all Limited English Proficient (LEP) students per the California Education Code and Title V of the California Administrative Code. 12% percent of the school's population who qualify for Special Education services meet their needs through Individualized Educational Programs (IEPs), and an additional seven percent qualify for the on-site SDC program. Currently, RHS offers 17 Advanced Placement (AP) classes and 1 Honors class and has an emerging Pre-AP program.



## SCHOOL ACCOUNTABILITY REPORT CARD

### Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 9	378
Grade 10	417
Grade 11	389
Grade 12	492
<b>Total Enrollment</b>	<b>1673</b>

### Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.3
Non Binary	0.5
American Indian or Alaska Native	0.1
Asian	44.1
Black or African American	0.5
Filipino	1.3
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	1.2
English Learners	15.2
Foster Youth	0.7
Homeless	9.2
Migrant	1.7
Socioeconomically Disadvantaged	86.8
Students with Disabilities	19.2



### Conditions of Learning

#### State Priority: Basic

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

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

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

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Permits and Waivers	1.0	0.0	0.0
Misassignments	0.9	1.1	2.8
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.9</b>	<b>1.1</b>	<b>2.8</b>

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

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	1.3	2.0	2.7
<b>Total Out-of-Field Teachers</b>	<b>1.3</b>	<b>2.0</b>	<b>2.8</b>

#### Class Assignments

Indicator	Percent 2020-21	Percent 2021-22	Percent 2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.2	2.0	6.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.0	0.3	0.0

### 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)	70.8	87.4	337.3	90.0	228,366.1	83.1
Intern Credential Holders Properly Assigned	3.0	3.7	5.0	1.3	4,205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	2.4	5.8	1.6	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	1.7	8.4	2.3	12,115.8	4.4
Unknown	3.9	4.8	18.0	4.8	18,854.3	6.9
<b>Total Teaching Positions</b>	<b>81.1</b>	<b>100.0</b>	<b>374.6</b>	<b>100.0</b>	<b>274,759.1</b>	<b>100.0</b>

**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)	71.5	92.48	338.2	91.61	234,405.2	84.0
Intern Credential Holders Properly Assigned	1.0	1.29	4.0	1.08	4,853.0	1.74
Teachers Without Credentials & Misassignments (“ineffective” under ESSA)	1.0	1.45	6.7	1.82	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.0	2.64	12.0	3.25	11,953.1	4.28
Unknown	1.6	2.12	8.2	2.29	15,831.9	5.67
<b>Total Teaching Positions</b>	<b>77.3</b>	<b>100.0</b>	<b>369.2</b>	<b>100.0</b>	<b>279,044.8</b>	<b>100.0</b>

**Teacher Preparation and Placement (2022-2023)**

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.8	87.39	345.1	89.44	231142.4	100.0
Intern Credential Holders Properly Assigned	3.0	3.7	4.0	1.06	5566.4	2.0
Teachers Without Credentials & Misassignments (“ineffective” under ESSA)	1.9	2.39	11.2	2.92	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	1.68	13.2	3.44	11746.9	4.23
Unknown	3.9	4.83	12.1	3.14	14303.8	5.15
<b>Total Teaching Positions</b>	<b>81.1</b>	<b>100.0</b>	<b>385.8</b>	<b>100.0</b>	<b>277698.0</b>	<b>100.0</b>

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

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

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
<b>Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%	
<b>History-Social Science</b>	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%
	Economics	2000	Yes	0%
	Psychology-Themes & Variations	2000	Yes	0%
	Psychology and You	1995	Yes	0%
	Psychology, Psychology in Everyday Life	2017	Yes	0%

**SCHOOL ACCOUNTABILITY REPORT CARD**
**Quality, Currency, and Availability of Textbooks and Instructional Materials (2024-25) - Continued**

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

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

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on November 27, 2024.

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 inspection.
<b>Interior:</b> Interior Surfaces	<b>Good</b>	Broken soap dispenser in one restroom
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	No repairs needed at the time of inspection.
<b>Electrical:</b> Electrical	<b>Good</b>	No repairs needed at the time of inspection.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	Several loose toilet seats in restrooms.
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	No repairs needed at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	Window vandalized. Several door closures need adjusting.
<b>Overall Rating</b>	<b>Good 98.95%</b>	

**School Facility Conditions and Planned Improvements**

Rosemead High School opened its doors to students in 1949 as the second comprehensive high school in the El Monte Union High School District. Built to house approximately 1,800 students, it has been in continuous operation ever since. Seventy-nine classrooms provide space for the school's comprehensive college preparatory and vocational curriculum, including ten science labs, one family/consumer science state-of-the-art culinary facility, two art classrooms, four performing arts (instrumental and vocal music, piano, and drama) classrooms, one-to-one Chromebooks for all students, a college and career center, a full-sized gymnasium, dance room, and weight room, a library and an up-to-date cafeteria and a newly renovated track and artificial turf athletic field.

Rosemead High School is justifiably proud of its campus. Visitors from the community and other public high schools often comment on its attractive buildings, well-kept grounds, and efficient facilities and classrooms. The school has also been a favorite site for Hollywood production companies. A full-length feature film, several episodes of the TV show "The Wonder Years," and several commercials have been shot on campus.

**Cleaning Process and Schedule**

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

## SCHOOL ACCOUNTABILITY REPORT CARD

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 at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### 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.

### Pupil Outcomes

#### State Priority: Pupil Achievement

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

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

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
<b>ELA/Literacy</b>	78	73	59	57	46	47
<b>Mathematics</b>	41	44	25	28	34	35

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	384	374	97.4	2.6	72.73
<b>Female</b>	181	177	97.79	2.21	78.53
<b>Male</b>	201	195	97.01	2.99	67.69
<b>American Indian or Alaska Native</b>	0	0	0.0	0.0	0.0
<b>Asian</b>	177	176	99.44	0.56	82.95
<b>Black or African American</b>	—	—	—	—	—
<b>Filipino</b>	—	—	—	—	—
<b>Hispanic or Latino</b>	198	190	95.96	4.04	62.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0	0.0	0.0
<b>Two or More Races</b>	—	—	—	—	—
<b>White</b>	—	—	—	—	—
<b>English Learners</b>	56	53	94.64	5.36	18.87
<b>Foster Youth</b>	—	—	—	—	—
<b>Homeless</b>	45	44	97.78	2.22	70.45
<b>Military</b>	0	0	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	254	245	96.46	3.54	67.35
<b>Students Receiving Migrant Education Services</b>	—	—	—	—	—
<b>Students with Disabilities</b>	60	53	88.33	11.67	32.08

**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 State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2023–2024)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	373	97.39	2.61	43.7
Female	181	176	97.24	2.76	43.75
Male	200	195	97.5	2.5	44.1
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	177	176	99.44	0.56	65.91
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	197	189	95.94	4.06	23.81
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	56	53	94.64	5.36	13.21
Foster Youth	—	—	—	—	—
Homeless	45	44	97.78	2.22	47.73
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	254	244	96.06	3.94	38.52
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	59	53	89.83	10.17	11.32

**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	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
	40.81	44.87	25.58	28.38	30.29	30.73

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	776	764	98.45	1.55	44.50
Female	366	361	8.63	1.37	44.32
Male	108	401	98.28	1.72	44.39
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	385	383	99.48	0.52	67.62
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	363	353	97.25	2.75	19.55
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	83	81	97.59	2.41	1.23
Foster Youth	—	—	—	—	—
Homeless	73	73	100.0	0.0	38.36
Military	—	—	—	—	—
Socioeconomically Disadvantaged	491	481	97.96	2.04	39.09
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	91	86	94.51	5.49	9.30

**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

### Career Technical Education Programs

Some Rosemead students participate in specific CTE courses, including:

- Design, Visual, and Media Arts (Pathway 111)
- Business Management (Pathway 182)
- Food Service and Hospitality (Pathway 201)

### Career Technical Education Participation (2023-24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	365
Percent of pupils completing a CTE program and earning a high school diploma	60
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	—

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

UC/CSU Course Measure	Percent
2023-24 Students Enrolled in Courses Required for UC/CSU Admission	90.72
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	57.69

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (2023-24)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	97.1%	97.6%	98.4%	96.8%	98.7%

### 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: Diana Aparicio-Vargas**

**Phone Number: (626) 286-3141 ext. 2864**

Stronger parents and community participation on campus are ongoing goals for Rosemead High School. The school has addressed this goal by offering these important groups more opportunities to visit the campus and participate in our programs. To supplement our Back-to-School Nights and Open House, we have instituted numerous opportunities for parents to receive college information provided by our counseling staff, parent workshops, and an active PTSA. Communication is enhanced through a weekly school bulletin and monthly newsletter sent through ParentSquare.

Coffee with the administrative team is held once a month, allowing interested parents to meet informally with the principal and assistant principals. During this time, parents engage in informal discussions about school programs and activities and can have their questions about the school answered

#### 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	2021-22	2022-23	2023-24
Dropout Rate	4.0	3.3	10.9
Graduation Rate	89.8	90.6	87.5

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

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

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

## SCHOOL ACCOUNTABILITY REPORT CARD

### Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1740	1711	233	136
Female	807	793	124	15.6
Male	925	910	106	11.6
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	766	757	38	5.0
Black or African American	—	—	—	—
Filipino	22	22	0	0.0
Hispanic or Latino	910	891	186	20.9
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	—	—	—	—
White	20	19	4	21.1
English Learners	320	312	60	19.2
Foster Youth	14	14	6	42.9
Homeless	158	156	25	16.0
Socioeconomically Disadvantaged	1508	1486	214	14.4
Students Receiving Migrant Education Services	29	29	4	13.8
Students with Disabilities	334	326	82	25.2

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	376	329	87.5
Female	161	143	88.8
Male	214	185	86.4
Non-Binary	—	—	—
American Indian or Alaska Native	0	0	0.0
Asian	168	154	91.7
Black or African American	0	0	0.0
Filipino	—	—	—
Hispanic or Latino	191	161	84.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	—	—	—
White	—	—	—
English Learners	78	52	66.7
Foster Youth	—	—	—
Homeless	48	46	95.8
Socioeconomically Disadvantaged	332	289	87.0
Students Receiving Migrant Education Services	—	—	—
Students with Disabilities	52	36	69.2

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-24
Suspensions	1.41	2.63	2.76
Expulsions	0.0	0.0	0.0
Rate	District 2021-22	District 2022-23	District 2023-24
Suspensions	3.36	3.93	4.01
Expulsions	0.0	0.02	0.03
Rate	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.17	3.6	3.28
Expulsions	0.07	0.08	0.07

### Suspensions and Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.76	0.0
Female	1.12	0.0
Male	4.11	0.0
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.91	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	4.51	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	3.75	0.0
Foster Youth	14.29	0.0
Homeless	1.9	0.0
Socioeconomically Disadvantaged	3.05	0.0
Students Receiving Migrant Education Services	3.45	0.0
Students with Disabilities	5.09	0.0

## SCHOOL ACCOUNTABILITY REPORT CARD

### School Safety

#### SB187 Safety Plan

**Date the plan was last updated:** 1/12/2024

**Date the plan was last reviewed with staff:** 2/08/2024

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

In keeping with district policy, Rosemead High School believes that the safety of students, employees, and guests is of the highest priority. Regular reviews of and improvements to the Safe School Plan ensure a safe and orderly environment and support the school's strong commitment to safety. Fire drills are conducted monthly, and earthquake/evacuation drills are held once each semester to ensure that all students and staff know the procedures to follow if an emergency or disaster occurs. The school has a strong connection to and relationship with the Temple City Sheriff's Station and the deputies on the Rosemead Team. A School Resource Officer (SRO) is on campus during school hours to assist with law enforcement issues and is welcome at co-curricular activities, athletic events, and dances. The SRO also interacts with school staff and students in various situations. In addition, the officer is accessible to students, parents, and staff during the school day. The SRO also assists in supervising after-school activities when appropriate.

The school has taken further steps to increase safety by locking gates and instituting a sign-in system at the switchboard where non-students/staff check in and out during school hours. These safety measures have made the campus less accessible to outsiders. In addition, the school employs six part-time campus supervisors and four full-time campus supervisors whom the Assistant Principal directs to provide a school climate that is safe, supportive, and orderly. These staff members patrol the hallways and grounds during class time and are highly visible when large groups of students are out on campus.

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

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

Subject	2021-22				2022-23				2023-24			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	21.0	34	31	12	20.0	37	29	16	19.0	40	27	16
<b>Mathematics</b>	22.0	20	35	9	19.0	36	23	14	17.0	55	16	10
<b>Science</b>	22.0	17	30	5	24.0	13	18	18	22.0	19	21	12
<b>Social Science</b>	21.0	26	20	14	18.0	37	19	12	20.0	32	20	12

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

### Other SARC Information

#### Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	5.0	334.6
<b>Library Media Teacher</b>	1.0	
<b>Library Media Services Staff (Paraprofessional)</b>	1.0	
<b>Psychologist</b>	1.0	
<b>Nurse</b>	0.2	
<b>Other (Teacher on Assignment &amp; Bilingual Resource Teacher)</b>	4.0	

\*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 2022-23)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
<b>School</b>	\$22,491	\$8,134	\$14,357	\$120,573
<b>District</b>			\$24,655	\$108,949
<b>State</b>			\$10,771	\$105,265
<b>Percent Difference: School/District</b>			(42%)	11%
<b>Percent Difference: School/State</b>			33%	15%

- **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.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Teacher & Administrative Salaries (Fiscal Year 2022-23)

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

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

### Other Funding (Fiscal Year 2023-24)

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

Program	Number of Pupils Served	Amount
<b>Title I</b>	1,373	\$534,618
<b>Carl Perkins</b>		11,310
<b>Learning Recovery Emergency Block Grant</b>		2,979,327
<b>Total</b>		\$3,525,255

### Advanced Placement Courses (2023-24)

Subject	Number of AP Courses Offered*
<b>English</b>	4
<b>Foreign Language</b>	1
<b>Mathematics</b>	4
<b>Science</b>	7
<b>Social Science</b>	17
<b>Total AP Courses Offered</b>	33
<b>Percent of Students in AP Courses</b>	27.4%

\*Where there are student course enrollments.

### Professional Development

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

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

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

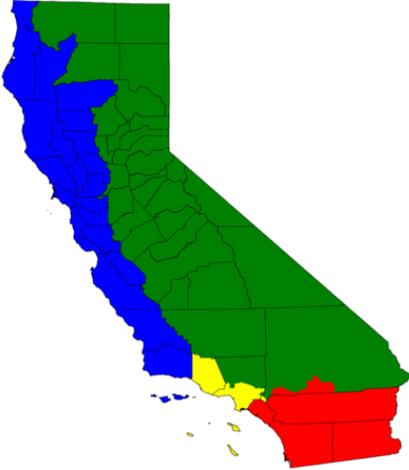
To facilitate the implementation of the Common Core State Standards, certificated staff actively engage in embedded professional development sessions structured around cycles of inquiry. These sessions are conducted within the English, Math, Science, and Social Science departments, where collaborative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

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

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

## SCHOOL ACCOUNTABILITY REPORT CARD

### SARC Overview



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

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

#### **Admission Requirements for the University of California (UC)**

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

#### **Admission Requirements for the California State University (CSU)**

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