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Grades 9-12

ARROYO HIGH SCHOOL

School Accountability Report Card
Reported Using Data from the 2020-21 School Year
Published During 2021-22
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School District**
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About This School

School's Vision

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

Mission Statement

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

Motto

"Pursuing Excellence"

School Description

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

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

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

Principal's Message

We are a school of champions, rich in tradition and community involvement and we are fortunate to be part of this amazing institution. At AHS every student earns the right to experience the educational process in a positive manner in order to reach his/her full potential. It is the responsibility of every student, educator, and parent to strive to maintain and enhance the quality of academics, fine arts, electives, and extracurricular activities. The pursuit of excellence is an Arroyo tradition.

As an Arroyo Knight, we are charged with the responsibility to maintain and promote the fine traditions that have made Arroyo High School the stellar school in the El Monte Union High School District: scholarship, citizenship, sportsmanship, and a tireless pursuit of excellence. We strive to bring pride to you, your family, and the Arroyo Blue, Black, and White.

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Subgroup (2020-21)

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.6%
Non-Binary	0.0%
American Indian or Alaska Native	0.1%
Asian	25.9%
Black or African American	0.2%
Filipino	0.7%
Hispanic or Latino	70.7%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.1%
White	2.1%
English Learners	11.1%
Foster Youth	0.3%
Homeless	6.8%
Migrant	1.8%
Socioeconomically Disadvantaged	87.2%
Students with Disabilities	11.2%

Student Enrollment by Grade Level (2020-21)

Grade Level	Enrollment
Grade 9	506
Grade 10	468
Grade 11	487
Grade 12	463
Total Enrollment	1924

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 (2019-20))

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Teachers Without Credentials Assigned Out-of-Field (considered “out-of-field” under ESSA (2019-20))

Authorization/Assignment	Number
Credentialed Teachers Authorized on Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments (2019-20)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

(Teacher data not available at the time of publication)

Teacher Preparation and Placement (2019-20)

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

SCHOOL ACCOUNTABILITY REPORT CARD
Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2021-22)

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 6, 2021.

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	2017	Yes	0%
Mathematics	Integrated Math 1, 2, 3 – Houghton Mifflin Harcourt	Pilot	Yes	0%
	Precalculus-Graphing & Data Analysis	2001	Yes	0%
	Calculus-A Complete Course	2001	Yes	0%
	Finite Mathematics: An Applied Approach, 11 th 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)	2006	Yes	0%
	Physics-Principles & Problems	2002	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
	Intro to the Human Body	2012	Yes	0%
Earth Science-California Edition	2006	Yes	0%	
History-Social Science	World History: The Modern Era	2018	Yes	0%
	The Americans	2018	Yes	0%
	Pearson, U.S. History	2018	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, Psychology and You	2000	Yes	0%
	Psychology, Psychology in Everyday Life	1995	Yes	0%
English Language Development	Edge Fundamentals, Edge, Level A & B	2011	Yes	0%
Foreign Language	Spanish 1, 1X, 2, 2X, 3, & 4 AP	1984-2008	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 Bàn! Book 1	2017	Yes	0%
	Chinese 2P, Zhen Bàn! Book 1	2017	Yes	0%
	Chinese 3P, Zhen Bàn! Book 2	2017	Yes	0%
Health	Health	2007	Yes	0%
	Comprehensive Health (Goodheart-Wilcox)	1997	Yes	0%
Science Lab Equipment (9-12)			Yes	0%

SCHOOL ACCOUNTABILITY REPORT CARD

Curriculum and Instructional Materials

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

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

School Facilities

School Facility Conditions and Planned Improvements

Arroyo High School's original plant was constructed in 1954, and additions have been added as needed. The front of the school, Rally Square, Victory Square and all athletic fields landscaping have been enhanced. A dry riverbed, symbolizing the name of the school, runs through the middle of campus. There are 79 classrooms, a Library, a band room, a choir room and several computer labs, which include a Learning Center and nine redesigned science classrooms. A career center has been built in the middle of the campus. The gym consists of both a large and small gym. The gym floor was resurfaced and now reflects the 60th-anniversary logo. A dance room is also

School Facility Good Repair Status (School Year 2021-22)

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 9, 2021.

available for use. Additional lighting and external fencing have been added throughout the campus to augment security. Cameras have been set up throughout the campus. This has helped monitor the campus twenty-four hours a day. Safety drop off zones has been added at different locations on campus. The district stadium includes an elevator, press box and new handicap ramps and seating.

Maintenance and Repair

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

Cleaning Process and Schedule

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs are needed at the time of inspection.
Interior: Interior Surfaces	Fair	One room ceiling tile falling off. More than one room stained ceiling tiles. More than one room vinyl floors. One boy's RR soap dispenser broken. One room torn ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs are needed at the time of inspection.
Electrical: Electrical	Good	More than one room light cover missing or broken. One room lens falling off light fixture. More than one room light cover falling off. Two rooms light fixtures not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Women's staff RR loose toilet seat.
Safety: Fire Safety, Hazardous Materials	Good	No repairs are needed at the time of inspection.
Structural: Structural Damage, Roofs	Good	No repairs are needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	More than one room door slams, needs adjustment. One room door does not close.
Overall Rating:	97.18%	

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:

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).

SARC Reporting in the 2020–2021 School Year Only

- Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **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 Taking and Completing a State-Administered Assessment

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
ELA/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

SCHOOL ACCOUNTABILITY REPORT CARD
CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	471	N/T	N/T	N/T	N/T
Female	237	N/T	N/T	N/T	N/T
Male	234	N/T	N/T	N/T	N/T
American Indian or Alaska Native	—	N/T	N/T	N/T	N/T
Asian	117	N/T	N/T	N/T	N/T
Black or African American	—	N/T	N/T	N/T	N/T
Filipino	—	N/T	N/T	N/T	N/T
Hispanic or Latino	343	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	—	N/T	N/T	N/T	N/T
Two or More Races	—	N/T	N/T	N/T	N/T
White	—	N/T	N/T	N/T	N/T
English Learners	46	N/T	N/T	N/T	N/T
Foster Youth	—	N/T	N/T	N/T	N/T
Homeless	—	N/T	N/T	N/T	N/T
Military	428	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	—	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	—	N/T	N/T	N/T	N/T
Students with Disabilities	53	N/T	N/T	N/T	N/T

CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment—Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	471	N/T	N/T	N/T	N/T
Female	237	N/T	N/T	N/T	N/T
Male	234	N/T	N/T	N/T	N/T
American Indian or Alaska Native	—	N/T	N/T	N/T	N/T
Asian	117	N/T	N/T	N/T	N/T
Black or African American	—	N/T	N/T	N/T	N/T
Filipino	—	N/T	N/T	N/T	N/T
Hispanic or Latino	343	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	—	N/T	N/T	N/T	N/T
Two or More Races	—	N/T	N/T	N/T	N/T
White	—	N/T	N/T	N/T	N/T
English Learners	46	N/T	N/T	N/T	N/T
Foster Youth	—	N/T	N/T	N/T	N/T
Homeless	—	N/T	N/T	N/T	N/T
Military	428	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	—	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	—	N/T	N/T	N/T	N/T
Students with Disabilities	53	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

SCHOOL ACCOUNTABILITY REPORT CARD
**Local Assessment Test Results in ELA by Student Group Assessment: Inspect Illuminate Broad Coverage Assessment
Grade Eleven (2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	470	435	92.5	7.5	1.8
Female	238	222	93.2	6.8	2.7
Male	232	213	91.8	8.2	0.9
American Indian or Alaska Native	--	--	--	--	--
Asian	117	116	99.1	0.08	6
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	342	309	90.3	9.7	0
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	46	31	67.3	32.7	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	424	394	92.2	7.1	1.5
Students Receiving Migrant Education Services	10	--	--	--	--
Students with Disabilities	52	39	75	25	0

**Local Assessment Test Results in Mathematics by Student Group Assessment: Inspect Illuminate Broad Coverage
Assessment—Grade Eleven (2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	470	441	93.8	6.2	19.5
Female	238	228	95.7	4.3	14.9
Male	232	213	91.8	8.2	24.4
American Indian or Alaska Native	--	--	--	--	--
Asian	120	120	100	0	47.5
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	342	312	91.2	8.8	9.3
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	46	36	78.2	21.8	8.3
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	424	397	93.6	6.4	18.4
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	52	40	76.9	23.1	2.5

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

SCHOOL ACCOUNTABILITY REPORT CARD
District-Wide Local Assessment Test Results in ELA by Student Group Assessment: Inspect Illuminate Broad Coverage Assessment Grade Eleven (2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
District Wide	2035	1701	83.5	16.5	1.5
Female	991	855	86.2	13.8	2.5
Male	1044	847	81.1	18.9	0.6
American Indian or Alaska Native	--	--	--	--	--
Asian	394	380	96.4	3.6	5.5
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1598	1301	81.4	18.6	0.3
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	13	76.4	23.6	7.7
English Learners	325	234	72	28	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1892	1589	83.9	16.1	1.3
Students Receiving Migrant Education Services	32	--	--	--	--
Students with Disabilities	284	190	66.9	33.1	0

District-Wide Local Assessment Test Results in Mathematics by Student Group Assessment: Inspect Illuminate Broad Coverage Assessment—Grade Eleven (2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
District Wide	2035	1699	83.4	16.6	11.6
Female	991	862	86.9	13.1	11.2
Male	1044	843	80.74	19.26	12
American Indian or Alaska Native	--	--	--	--	--
Asian	394	379	96.1	3.9	38.8
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1598	1294	80.9	19.1	3.7
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	13	76.4	23.6	0
English Learners	325	234	72	28.0	2.1
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1892	1586	83.8	16.2	10.7
Students Receiving Migrant Education Services	32	--	--	--	--
Students with Disabilities	284	179	63	37.0	1.1

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

SCHOOL ACCOUNTABILITY REPORT CARD
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	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
	N/A	N/T	N/A	N/T	N/A	28.72%

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2020-21)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	450	N/T	N/T	N/T	N/T
Female	218	N/T	N/T	N/T	N/T
Male	232	N/T	N/T	N/T	N/T
American Indian or Alaska Native	—	N/T	N/T	N/T	N/T
Asian	128	N/T	N/T	N/T	N/T
Black or African American	6	N/T	N/T	N/T	N/T
Filipino	—	N/T	N/T	N/T	N/T
Hispanic or Latino	296	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	N/T	N/T	N/T	N/T
Two or More Races	—	N/T	N/T	N/T	N/T
White	18	N/T	N/T	N/T	N/T
English Learners	37	N/T	N/T	N/T	N/T
Foster Youth	—	N/T	N/T	N/T	N/T
Homeless	—	N/T	N/T	N/T	N/T
Military	0	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	392	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	—	N/T	N/T	N/T	N/T
Students with Disabilities	46	N/T	N/T	N/T	N/T

Career Technical Education Programs

Some Arroyo students participate in certain CTE courses including:

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

Career Technical Education Participation (2020-21)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	727
Percent of pupils completing a CTE program and earning a high school diploma	61.9%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5.1%

SCHOOL ACCOUNTABILITY REPORT CARD

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

UC/CSU Course Measure	Percent
2020-21 Students Enrolled in Courses Required for UC/CSU Admission	98.96%
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	51.21%

Requirements

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 (2020-21)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Contact Person: Gabriel Flores, Principal

Contact Phone Number: (626) 444-9201

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

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	2018-19	2019-20	2020-21
Dropout Rate	7.4	3.1	3.9
Graduation Rate	90.3	92.8	95.4

District	2018-19	2019-20	2020-21
Dropout Rate	11.0	5.3	8.5
Graduation Rate	83.9	84.5	84.2

State	2018-19	2019-20	2020-21
Dropout Rate	9.0	8.9	9.4
Graduation Rate	84.5	84.2	83.6

Graduation Rate by Student Group (Four-Year Cohort Rate) (2020–2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	456	435	95.4
Female	220	217	98.6
Male	236	218	92.4
Non-Binary	—	—	—
American Indian or Alaska Native	128	124	96.9
Asian	—	—	—
Black or African American	0	-	-
Filipino	—	—	—
Hispanic or Latino	302	285	94.4
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	18	18	100.0
English Learners	54	41	75.9
Foster Youth	—	—	—
Homeless	24	23	95.8
Socioeconomically Disadvantaged	411	390	94.9
Students Receiving Migrant Education Services	—	—	—
Students with Disabilities	50	43	86.0

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 (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1968	1948	82	4.2%
Female	951	944	31	3.3%
Male	1017	1004	51	5.1%
Non-Binary	—	—	—	—
American Indian or Alaska Native	508	504	5	1.0%
Asian	2	2	0	0.0%
Black or African American	5	5	1	20.0%
Filipino	14	14	0	0.0%
Hispanic or Latino	1395	1379	76	5.5%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	2	2	0	0.0%
White	40	40	0	0.0%
English Learners	232	228	26	11.4%
Foster Youth	8	8	0	0.0%
Homeless	147	145	10	6.9%
Socioeconomically Disadvantaged	1708	1695	77	4.5%
Students Receiving Migrant Education Services	34	34	0	0.0%
Students with Disabilities	225	223	19	8.5%

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.01%	0.05%	2.73%	0.17%	3.47%	0.2%
Expulsions	0.0%	0.0%	0.02%	0.01%	0.08%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019-20 Only (data collected between July through February, partial school year due to Covid-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.71%	1.75%	2.45%
Expulsions	0.0%	0.0%	0.05%

Suspensions and Expulsions by Student Group (2020-21)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.05%	0.0%
Female	0.0%	0.0%
Male	0.1%	0.0%
Non-Binary	0.0%	0.0%
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	0.07%	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	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.06%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

School Safety

SB187 Safety Plan

Date the plan was last updated: Annually

Date the plan was last reviewed with staff: Annually

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

SCHOOL ACCOUNTABILITY REPORT CARD

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

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



Other SARC Information

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	2018-19				2019-20				2020-21			
	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	52	35	24	23.0	40	15	35	22.0	38	58	0
Mathematics	23.0	30	25	28	24.0	20	26	25	22.0	28	53	0
Science	25.0	19	18	27	22.0	20	28	15	22.0	24	38	0
Social Science	20.0	34	32	14	23.0	23	20	21	23.0	23	43	0

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

Academic Counselors and Other Support Staff (2020-21)

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	320.7
Library Media Teacher	1.1	
Psychologist	1.0	
Nurse	0.2	
Other (Teacher on Assignment & Bilingual Resource Teacher)	3.0	

* 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 2019-20)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$11,781	\$3,511	\$8,270	\$94,953
District			\$13,659	\$93,127
State			\$8,444	\$92,222
Percent Difference: School/District			(39%)	2%
Percent Difference: School/State			(2%)	3%

- **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

Other Funding (Fiscal Year 2020-21)

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

- Title I, Title I Migrant Education, Title IV Part-A,
- Carl Perkins
- Career Technology Incentive
- Special Education (Various Programs)
- Lottery (restricted)
- Governor's Emergency Education Relief Fund (GEER)
- School Emergency Relief Fund (ESSER)
- Coronavirus Relief Fund
- SB117 COVID19 LEA Response
- State Learning Mitigation Loss (Related to COVID19)
- LACOE School Based Testing
- Student Work Placement Program (Patient, Manufacturing, Building & Construction, and Information Technology)
- Expanded Learning Opportunity Grants
- Workforce Innovation & Opportunity
- Various Local Funds

Teacher & Administrative Salaries (Fiscal Year 2019-20)

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	\$56,055	\$54,687
Mid-Range Teacher Salary	\$85,871	\$92,222
Highest Teacher Salary	\$110,703	\$114,208
Average Principal Salary (High)	\$157,786	\$162,322
Superintendent Salary	\$215,388	\$258,950
Percent of District Budget		
Teacher Salaries	31.0%	32.0%
Administrative Salaries	5.0%	5.0%

Advanced Placement Courses (2020-21)

Subject	Number of AP Courses Offered*
English	4
Foreign Language	5
Mathematics	6
Science	5
Social Science	11
Total AP Courses Offered	31
Percent of Students in AP Courses	22.3%

*Where there are student course enrollments.

Professional Development

Measure	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	5 (4 Optional)

The El Monte Union High School District (EMUHSD) is committed to providing quality professional development opportunities for all employees certificated and classified. The primary delivery of professional development is through in-person training in the summer and during Winter Break. However, staff also participates in professional development throughout the year during late start meetings and release time during the day. Staff also attends 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 support the implementation of the Common Core State Standards, staff participate in embedded professional learning through lesson study, specifically in mathematics. Science teachers participate in targeted Next Generation Science Standards implementation training. Site and District staff have received ongoing training on implementing a Multi-Tiered System of Supports (MTSS).

Support is provided on implementing strategies at each comprehensive high school through an Instructional Coach who provides model lessons, one-to-one coaching, and lesson planning. An English Learner Teacher-On-Special-Assignment (TOSA), Teacher Technology Leader (TTL), along with four core Content Specialists, and eleven (11) Course Leads also support each site. In addition, the District provides additional support through two TOSAs that focus on assessment, data, and science.



SCHOOL ACCOUNTABILITY REPORT CARD

About the SARC

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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) <https://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.

