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Grades 9-12

ARROYO HIGH SCHOOL

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

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

The first class graduated in 1958; 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 Pulitzer Prize winners. The school is truly a comprehensive high school with a curriculum that meets the wide range of needs in 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 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 traditional and community-involvement school and are fortunate to be part of this great institution. At AHS, everyone earns the right to experience the educational process positively to reach their full potential. Every student, educator, and parent must strive to maintain and enhance academics, fine arts, electives, and extracurricular activities. The pursuit of excellence is an Arroyo tradition.

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

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Subgroup (2022-23)

Student Group	Percent of Total Enrollment
Female	48.0
Male	51.9
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	25.0
Black or African American	0.6
Filipino	0.8
Hispanic or Latino	71.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.1
White	1.5
English Learners	13.7
Foster Youth	0.1
Homeless	8.3
Migrant	1.7
Socioeconomically Disadvantaged	84.2
Students with Disabilities	11.9

Student Enrollment by Grade Level (2022-23)

Grade Level	Enrollment
Grade 9	468
Grade 10	499
Grade 11	440
Grade 12	480
Total Enrollment	1,887

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
Permits and Waivers	0.0	0.0
Misassignments	0.0	2.1
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	2.1

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	0.4	0.9
Total Out-of-Field Teachers	0.4	0.9

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)	0.0	2.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7	0.0

Teacher Preparation and Placement (2020-2021)

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

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.

SCHOOL ACCOUNTABILITY REPORT CARD
Teacher Preparation and Placement (2021-2022)

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

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 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)	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%
		2000	Yes	0%
	Psychology-Themes & Variations	2000	Yes	0%
	Psychology and You	1995	Yes	0%
	Psychology, Psychology in Everyday Life	2017	Yes	0%
	Foreign Language	Spanish 1, 1X, 2, 2X, 3, & 4 AP	2017	Yes
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%

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)			Yes	0%

Curriculum and Instructional Materials

Every classroom has at least one computer for both student and teacher use that is networked and has filtered Internet access; most of the academic classrooms have a digital projector, audio system, and visual display device connected to one of the computers in the classroom. In addition to the classroom computers, the Media Center has computers available for students to use before school, during lunch, and after school. The School-wide Learning Outcomes (SLOs) have been incorporated into the curriculum. Instruction is driven by the standards, data analysis, SLOs, SPSSA, 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 school's name, runs through the middle of the campus. There are 79 classrooms, a Library, a band room, a choir room, and several computer labs, and nine redesigned science classrooms. A career center has been built in the middle of the campus. The gym consists of both a large and small gym. The gym floor was resurfaced and now reflects the 60th-anniversary logo. A dance room is also 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 have been added at different locations on campus. The district stadium includes an elevator, press box, and new handicapped ramps and seating.

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 November 30, 2023.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs are needed at the time of inspection.
Interior: Interior Surfaces	Good	Ceiling tiles stained in more than one room.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs are needed at the time of inspection.
Electrical: Electrical	Good	Light diffuser inoperable in one room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Faucet needs to be replaced in one RR. Replace paper towel dispenser in one RR. Toilet seat loose in one RR. Toilet paper dispenser needs to be replaced in one RR.
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	No repairs are needed at the time of inspection.
Overall Rating	Good 98.93%	

SCHOOL ACCOUNTABILITY REPORT CARD

Maintenance and Repair

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

Cleaning Process and Schedule

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

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

Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
ELA/Literacy	66	71	58	59	47	46
Mathematics	34	38	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.



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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	431	423	98.14	1.86	70.92
Female	206	202	98.0	1.94	75.74
Male	225	221	98.22	1.78	66.52
American Indian or Alaska Native	—	—	—	—	—
Asian	120	120	100.0	0.0	90.0
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	299	291	97.32	2.68	62.54
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	47	46	97.87	2.13	10.87
Foster Youth	—	—	—	—	—
Homeless	14	14	100.0	0.0	57.14
Military	—	—	—	—	—
Socioeconomically Disadvantaged	261	253	96.93	3.07	66.8
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	52	49	94.23	5.77	22.45

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	431	423	98.14	1.86	38.15
Female	206	202	98.06	1.94	34.33
Male	225	221	98.22	1.78	41.63
American Indian or Alaska Native	—	—	—	—	—
Asian	120	120	100.0	0.0	73.33
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	299	291	97.32	2.68	23.45
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	47	46	97.87	2.13	2.17
Foster Youth	—	—	—	—	—
Homeless	14	14	100.0	0.0	14.29
Military	—	—	—	—	—
Socioeconomically Disadvantaged	261	253	96.93	3.07	32.02
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	52	49	94.23	5.77	8.16

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

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

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

SCHOOL ACCOUNTABILITY REPORT CARD
CAASPP Test Results in Science for All Students Grades Five, Eight and High School

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
	29.00	30.40	21.89	25.58	29.47	30.29

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	864	842	97.45	2.55	30.4
Female	411	402	97.81	2.19	30.10
Male	451	438	97.12	2.88	30.82
American Indian or Alaska Native	—	—	—	—	—
Asian	231	229	99.13	0.87	65.5
Black or African American	—	—	—	—	—
Filipino	11	11	100.0	0.0	36.36
Hispanic or Latino	601	582	96.84	3.16	15.98
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	108	101	93.52	6.48	0.0
Foster Youth	—	—	—	—	—
Homeless	27	27	100.0	0.0	25.93
Military	—	—	—	—	—
Socioeconomically Disadvantaged	542	529	97.6	2.4	25.52
Students Receiving Migrant Education Services	14	14	100.0	0.0	14.29
Students with Disabilities	94	93	98.94	1.06	5.38

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

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

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

Career Technical Education Programs

Some Arroyo students participate in certain CTE courses including:

- Arts Media and Entertainment with a career pathway to Graphic Arts, Stagecraft, and Professional Theatre
- Hospitality, Tourism and Recreation with a career pathway to Food Services and Hospitality
- Building Trades and Construction with a career pathway to Cabinetmaking 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 (2022-23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	624
Percent of pupils completing a CTE program and earning a high school diploma	87.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

SCHOOL ACCOUNTABILITY REPORT CARD

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

UC/CSU Course Measure	Percent
2022-23 Students Enrolled in Courses Required for UC/CSU Admission	98.56
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	44.12

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	98.6	98.6	98.1	98.6	98.6

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.

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Contact Person: Gabriel Flores, Principal

Contact Phone Number: (626) 444-9201

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

State Priority: Pupil Engagement

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

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	416	384	92.3
Female	206	197	95.6
Male	209	186	89.0
Non-Binary	—	—	—
American Indian or Alaska Native	—	—	—
Asian	126	122	96.8
Black or African American	—	—	—
Filipino	—	—	—
Hispanic or Latino	276	249	90.2
Native Hawaiian or Pacific Islander	—	—	—
Two or More Races	—	—	—
White	—	—	—
English Learners	49	32	65.3
Foster Youth	—	—	—
Homeless	54	49	90.7
Socioeconomically Disadvantaged	392	362	92.3
Students Receiving Migrant Education Services	11	11	100.0
Students with Disabilities	46	36	78.3

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 (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1828	1798	322	18.5
Female	860	847	153	18.1
Male	965	949	178	18.8
Non-Binary	3	2	1	50.0
American Indian or Alaska Native	1	1	0	0.0
Asian	460	458	25	5.5
Black or African American	6	6	2	33.3
Filipino	15	15	0	0.0
Hispanic or Latino	1314	1287	301	23.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	5	5	0	0.0
White	24	23	3	13.0
English Learners	287	277	82	29.6
Foster Youth	7	6	3	50.0
Homeless	175	172	28	16.3
Socioeconomically Disadvantaged	1516	1495	304	20.3
Students Receiving Migrant Education Services	27	27	3	11.1
Students with Disabilities	234	228	67	29.4

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

School	2020-21	2021-22	2022-23
Dropout Rate	3.9	2.3	2.4
Graduation Rate	95.4	93.7	92.3
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

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	0.05	4.14	3.77
Expulsions	0.0	0.0	0.0
Rate	District 2020-21	District 2021-22	District 2022-23
Suspensions	0.17	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	1.77	0.0
Female	2.67	0.0
Male	4.77	0.0
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.87	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	4.87	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	5.57	0.0
Foster Youth	0.0	0.0
Homeless	2.86	0.0
Socioeconomically Disadvantaged	4.09	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	5.56	0.0

School Safety

SB187 Safety Plan

Date the plan was last updated: 1/27/2022

Date the plan was last reviewed with staff: 3/9/2022

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

SCHOOL ACCOUNTABILITY REPORT CARD

In keeping with district policy, Arroyo High School believes that the safety of students, employees, and guests is one of the highest priorities. Regular reviews of and improvements to the school safety plan are completed annually. The El Monte Union High School District has developed a Standardized Emergency Management System (SEMS) that has become the basis for the school-wide plan. Arroyo High School prides itself on providing students with a safe learning environment. We are staffed with a School Resource Officer (SRO) and eight campus supervisors. Also, administrators, counselors, and teachers are highly visible as they monitor the campus before school, between passing periods, at lunch and after school, and at various after-school activities. Walkie-talkies are provided for ongoing communication in the event of an emergency. Administrators, counselors, campus supervisors, and other staff members use talkies on an ongoing basis. 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 with the El Monte Police Department. Officers respond promptly when called, are available to assist with law enforcement issues on campus when needed, and are a welcome presence at co-curricular activities, athletic events, and dances. Officers have also met with staff to keep the personnel up to date on various activities that have/are taking place within the community.

Other SARC Information

Academic Counselors and Other Support Staff

Title	Number of FTEs Assigned to the School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral or Career Development)	7.0	248.86
Library Media Teacher	1.0	
Library Media Services Staff	1.0	
Psychologist	1.0	
Nurse	0.4	
Resource Specialist (non-teaching)	1.0	
Other	3.0	

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

School Finances

Other Funding (Fiscal Year 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	1,497	\$533,869
Career Technology Education Incentive		231,256
Arts, Music, & Instructional Material		1,158,276
Learning Recovery Emergency Block Grant		3,175,529
Total		\$5,098,930

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	2020-21				Avg. Class Size	2021-22			Avg. Class Size	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	22.0	38	58	0	25.0	24	34	18	19.0	46	41	8		
Mathematics	22.0	28	53	0	24.0	22	26	18	18.0	46	32	2		
Science	22.0	24	38	0	26.0	14	23	13	21.0	25	26	6		
Social Science	23.0	23	43	0	30.0	7	19	28	24.0	21	16	27		

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

SCHOOL ACCOUNTABILITY REPORT CARD

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

Expenditures Per Pupil			Average Teacher Salary
Level	Total	Restricted	
School	\$14,929	\$4,852	\$10,077
District			\$11,504
State			\$7,607
Percent Difference: School/District			(12%)
Percent Difference: School/State			32%
			4%
			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.

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
Computer Science	2
English	5
Foreign Language	2
Mathematics	5
Science	4
Social Science	11
Total AP Courses Offered	29
Percent of Students in AP Courses	20.6%

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).

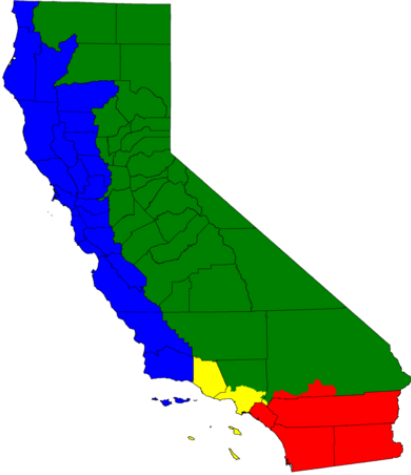
Staff at each comprehensive high school receive targeted support on implementing evidence-based practices led by site administration and an Instructional Coach. The Instructional Coach can deliver model lessons, provide one-to-one coaching, and plan lessons. Additional opportunities for professional 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/.

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/.

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

DataQuest



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

California School Dashboard



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

Internet Access

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

