

3048 North Tyler Avenue  
El Monte, CA 91731-3365

(626) 444-7701  
FAX (626) 442-6594

CDS Code: 19 64519 1932664

Grades 9-12

## EL MONTE HIGH SCHOOL

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

**Eddie Cuevas, Principal**  
[Eddie.cuevas@emuhsd.org](mailto:Eddie.cuevas@emuhsd.org)



**El Monte Union High  
School District**  
3537 Johnson Avenue  
El Monte, CA 91731  
(626) 444-9005  
[www.emuhsd.org](http://www.emuhsd.org)

### Board of Trustees

Florencio F. Briones  
Carlos G. Salcedo  
Qui Nguyen  
Ricardo Padilla

Professor H. Esthela Torres  
de Siegrist

### Administration

Dr. Edward A. Zuniga  
Superintendent

[Edward.zuniga@emuhsd.org](mailto:Edward.zuniga@emuhsd.org)

Robin Torres  
Assistant Superintendent  
Human Resources  
Laura Rivas, Ed.D.  
Assistant Superintendent  
Educational Services

Wael H. Elatar  
Chief Business Official  
Business Services

### Contents

About this School  
Conditions of Learning  
Textbooks  
School Facilities  
Pupil Outcomes  
Parental Involvement  
Pupil Engagement  
School Climate  
Other Information  
School Finances  
Professional Development  
About the SARC

### About This School

#### School's Vision

El Monte High School will graduate students with the knowledge and skills to be resourceful and innovative life-long learners that are college-ready in an evolving technological society.

#### Mission Statement

El Monte High School will create a safe and supportive learning environment that provides and promotes rigorous, relevant, and diverse educational opportunities to all to prepare students to achieve the expected school-wide learner outcomes.

#### School Description

Founded in 1901, El Monte High School is one of the oldest high schools in the San Gabriel Valley. The school has grown significantly since its early days. In its initial year of operation, in a single, upstairs classroom in the old Lexington Avenue Grammar School, the high school boasted an enrollment of 12-15 students. By 1908, the high school had its own campus and a student body comprised of 65 students. Today, El Monte High School has a student enrollment of approximately 1,500 students.

El Monte High School is an ethnically diverse high school located in the San Gabriel Valley, twelve miles east of downtown Los Angeles. Established in 1901, El Monte High School has been serving the educational needs of its community for over a century, making it one of the oldest schools in Los Angeles County. Most of the school's students come from the city of El Monte, but several students reside in the adjacent community of South El Monte. The mascot name, Lions, was given to the school due to its proximity to Gay's Lion Farm, a popular attraction during the early part of the century. The only remnant of the lion farm is the beautifully sculptured lion that proudly guards the front entrance to the school.

El Monte High School offers a wide variety of pathways and courses to serve its student body on their way to college and career. Students can enroll in CSU/UC transferable Dual Enrollment courses offered through Rio Hondo College both during and after the school day. The school currently offers several Advanced Placement (AP), Honors, and Advancement Via Individual Determination (AVID) courses. Other academic pathways on campus include Financial Services, Patient Care, Healthcare Operational Support and Systems Diagnostics, Service, and Repair (Automotive), and a strong visual and performing arts program.

Students are encouraged to participate in the extra-curricular life of the school through CIF athletics, Future Business Leaders of America, California Scholarship Federation, Key Club, National Honor Society, Academic Decathlon, vocal music, marching band, color guard, drama performances and a high number of clubs.



## SCHOOL ACCOUNTABILITY REPORT CARD

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

Grade Level	Enrollment
Grade 9	377
Grade 10	415
Grade 11	345
Grade 12	375
<b>Total Enrollment</b>	<b>1,512</b>

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

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
Non Binary	0.1
American Indian or Alaska Native	0.1
Asian	12.1
Black or African American	0.1
Filipino	0.4
Hispanic or Latino	86.7
Two or More Races	0.4
White	0.3
English Learners	27.2
Foster Youth	0.3
Homeless	2.0
Migrant	1.6
Socioeconomically Disadvantaged	94.4
Students with Disabilities	13.2

### 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

### 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)	72.1	96.8%	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)	0.8	1.1%	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	1.1	1.5%	18.0	4.8%	18,854.3	6.9%
<b>Total Teaching Positions</b>	<b>74.5</b>	<b>100.0%</b>	<b>374.6</b>	<b>100%</b>	<b>274,759.1</b>	<b>100.0%</b>

### 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	0.8	0.1
Vacant Positions	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.8</b>	<b>0.1</b>

### 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	1.2
<b>Total Out-of-Field Teachers</b>	<b>0.4</b>	<b>1.2</b>

### 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)	0.4	0.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8	0.2

### Curriculum and Instructional Materials

Over the last several years, El Monte High School has updated textbooks and instructional materials. Textbooks have been purchased in the World Languages, Social Science, English, Mathematics, Science, and English Language Development departments. Students can experience a fully aligned curriculum with the most current standards-based textbooks and supplemental materials. The school uses the latest technology and software as tools to enhance instruction and learning. Examples of supplemental materials a student can be expected to utilize are instruction through Google Classroom, videos, the Internet, guest speakers, and field trips. El Monte High School also provides our staff with professional development opportunities to stay current with researched-based instructional strategies for the classroom.

**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)	69.4	96.56%	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)	0.1	0.14%	6.7	1.82%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	1.7%	12.0	3.25%	11,953.1	4.28%
Unknown	1.1	1.59%	8.2	2.29%	15,831.9	5.67%
<b>Total Teaching Positions</b>	<b>71.8</b>	<b>100.0%</b>	<b>369.2</b>	<b>100%</b>	<b>279,044.8</b>	<b>100.0%</b>

**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
<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%
	<b>Foreign Language</b>	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 Bang! Book 1		2017	Yes	0%
Chinese 2P, Zhen Bang! Book 1		2017	Yes	0%
Chinese 3P, Zhen Bang! Book 2		2017	Yes	0%

## SCHOOL ACCOUNTABILITY REPORT CARD

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

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

#### Library

The library provides students and staff with a rich fiction and non-fiction material collection. Students have access to the California Statewide Consortium eBook database with 13,599 titles. The library also purchases additional online databases and eBooks. These resources help to support student research and to encourage reading for pleasure at our school. The librarian works to integrate information and research into the classroom curriculum so that students learn how to use information critically and create new ideas. Also, the Library has desktop computers available for student use before school, during lunch, and after school.

#### School Facilities

##### School Facility Conditions and Planned Improvements

The present campus of El Monte High School was built on 34 acres in 1938. Some facilities include a 900-seat auditorium, a student store, 80 modernized classrooms, a library/media center, a wellness center, a learning center, a resource center, athletic fields, a lighted stadium, tennis courts, and two gymnasiums. Our classrooms and offices are networked to the internet. We have three business computer labs, one science computer lab, a lab in the learning center, Lion Center (resource center), the library/media center, and the college and career center. All classrooms have a digital projector, audio system, and a visual display device connected to the teacher's computer in the classroom. EMUHSD has also

instituted a 1:1 initiative, issuing each student a dedicated laptop for school and home use. Also, the Library has desktop computers available for student use before school, during lunch, and after school. Finally, we completed the construction project providing permanent bleachers, restrooms, and snack bars in our stadium.

##### 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 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. 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.

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

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on December 5, 2023.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	No repairs are needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	<b>Good</b>	Hole in the wall in one room. Paint peeling on the wall in one room. Replace toilet paper dispenser in more than one RR. Stained ceiling tiles in more than one room.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	No repairs are needed at the time of inspection.
<b>Electrical:</b> Electrical	<b>Good</b>	Lights out in one room.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	Loose toilet seats in more than one RR.
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	No repairs are needed at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	No repairs are needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	Door paint peeling in more than one room.
<b>Overall Rating:</b>	<b>Good 98.29%</b>	

## SCHOOL ACCOUNTABILITY REPORT CARD

### Pupil Outcomes

#### State Priority: Pupil Achievement

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

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

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
<b>ELA/Literacy</b>	59	66	58	59	47	46
<b>Mathematics</b>	32	29	28	25	33	34

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	331	313	94.56	5.44	66.35
<b>Female</b>	174	164	94.2	5.75	72.39
<b>Male</b>	157	149	94.9	5.1	59.73
<b>American Indian or Alaska Native</b>	—	—	—	—	—
<b>Asian</b>	41	39	95.12	4.88	79.49
<b>Black or African American</b>	—	—	—	—	—
<b>Filipino</b>	—	—	—	—	—
<b>Hispanic or Latino</b>	285	270	94.74	5.26	64.31
<b>Native Hawaiian or Pacific Islander</b>	—	—	—	—	—
<b>Two or More Races</b>	—	—	—	—	—
<b>White</b>	—	—	—	—	—
<b>English Learners</b>	78	73	93.59	6.41	8.33
<b>Foster Youth</b>	—	—	—	—	—
<b>Homeless</b>	—	—	—	—	—
<b>Military</b>	—	—	—	—	—
<b>Socioeconomically Disadvantaged</b>	252	237	94.05	5.95	65.26
<b>Students Receiving Migrant Education Services</b>	—	—	—	—	—
<b>Students with Disabilities</b>	43	41	95.35	4.65	26.83

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	333	318	95.5	4.5	28.93
Female	176	167	94.89	5.11	28.14
Male	157	151	96.18	3.82	29.8
American Indian or Alaska Native	—	—	—	—	—
Asian	41	40	97.56	2.44	75.0
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	297	274	95.47	4.53	21.9
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	78	70	89.74	10.26	4.29
Foster Youth	—	—	—	—	—
Homeless	—	—	—	—	—
Military	—	—	—	—	—
Socioeconomically Disadvantaged	253	241	95.26	4.74	28.63
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	43	38	88.37	11.63	7.89

**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
	17.34	21.83	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	762	738	96.85	3.15	21.83
Female	374	361	96.52	3.48	18.56
Male	386	375	97.15	2.85	25.07
American Indian or Alaska Native	—	—	—	—	—
Asian	96	94	97.92	2.08	62.77
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	654	634	96.94	3.06	15.46
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	167	154	92.22	7.78	0.65
Foster Youth	—	—	—	—	—
Homeless	19	19	100.0	0.0	26.32
Military	—	—	—	—	—
Socioeconomically Disadvantaged	584	566	96.92	3.08	18.9
Students Receiving Migrant Education Services	13	12	92.31	7.69	16.67
Students with Disabilities	107	101	94.39	5.61	5.94

## SCHOOL ACCOUNTABILITY REPORT CARD

### Career Technical Education Programs

Some El Monte High School students participate in certain CTE courses including:

- Transportation with a pathway to System Diagnostic Services
- Finance and Business with a career pathway to Financial Services Business Accounting
- Health Science and Medical Technology with a career pathway to Patient Care and Health Care Operational Support Services
- Information and Communication Technologies with a career pathway in Software and Systems Development: Systems Programming
- Engineering and Architecture with a career pathway to Engineering Design

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	554
Percent of pupils completing a CTE program and earning a high school diploma	66.7
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

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

UC/CSU Course Measure	Percent
2022-23 Students Enrolled in Courses Required for UC/CSU Admission	93.58
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	38.19

### 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	96.4	95.3	95.3	95.3	95.3

**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:** Eddie Cuevas, Principal

**Phone Number:** (626) 444-7701

El Monte High School recognizes the importance of the role that parents play in the education of their children. Parents have several opportunities for involvement, including: Back to School Night, Open House, Freshmen Parent Orientation, Parent Workshops (hosted by our Community Liaison), Student Success Team, Advancement Via Individual Determination Program (AVID), and athletic and performing arts events. Families are also encouraged to participate in our

Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), School Site Council (SSC), and our annual Family College Summit. Parents can call and/or visit the campus and discuss their child's academic and social progress with teachers, counselors, and administrators. El Monte High School takes pride in its "open door" policy to parents and the community.



## SCHOOL ACCOUNTABILITY REPORT CARD

### State Priority: Pupil Engagement

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

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

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

School	2020-21	2021-22	2022-23
Dropout Rate	4.8	7.4	8.8
Graduation Rate	92.3	88.9	82.2
District	2020-21	2021-22	2022-23
Dropout Rate	8.5	7.9	8.2
Graduation Rate	84.2	85.4	81.0
State	2020-21	2021-22	2022-23
Dropout Rate	9.4	7.8	8.2
Graduation Rate	83.6	87.0	86.2

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	377	310	82.2
Female	202	178	88.1
Male	175	132	75.4
Non-Binary	—	—	—
American Indian or Alaska Native	—	—	—
Asian	51	49	96.1
Black or African American	—	—	—
Filipino	—	—	—
Hispanic or Latino	321	257	80.1
Native Hawaiian or Pacific Islander	—	—	—
Two or More Races	—	—	—
White	—	—	—
English Learners	128	76	59.4
Foster Youth	—	—	—
Homeless	33	28	84.8
Socioeconomically Disadvantaged	371	306	82.5
Students Receiving Migrant Education Services	—	—	—
Students with Disabilities	52	35	67.3

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>.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2020-21	School 2021-22	School 2022-23
Suspensions	0.0	5.5	5.77
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	5.77	0.0
Female	4.91	0.0
Male	6.52	0.0
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	2.08	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	6.23	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	7.52	0.0
Foster Youth	0.0	0.0
Homeless	5.22	0.0
Socioeconomically Disadvantaged	5.99	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	8.6	0.0



## 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
<b>All Students</b>	1576	1555	411	26.4
<b>Female</b>	774	768	226	29.4
<b>Male</b>	798	783	183	23.4
<b>Non-Binary</b>	4	4	2	50.0
<b>American Indian or Alaska Native</b>	0	0	0	0.0
<b>Asian</b>	192	189	9	4.8
<b>Black or African American</b>	1	1	0	0.0
<b>Filipino</b>	6	6	1	16.7
<b>Hispanic or Latino</b>	1364	1347	395	29.3
<b>Native Hawaiian or Pacific Islander</b>	1	1	1	100.0
<b>Two or More Races</b>	6	6	3	50.0
<b>White</b>	5	5	2	40.0
<b>English Learners</b>	452	443	169	38.1
<b>Foster Youth</b>	7	7	2	28.6
<b>Homeless</b>	134	133	35	26.3
<b>Socioeconomically Disadvantaged</b>	1502	1484	396	26.7
<b>Students Receiving Migrant Education Services</b>	24	24	5	20.8
<b>Students with Disabilities</b>	221	214	83	38.8

### School Safety

#### SB187 Safety Plan

**Date the plan was last updated:** February 1, 2023

**Date the plan was last reviewed with staff:** February 1, 2023

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

Each classroom is equipped with a first aid kit as well as other pertinent supplies. The school also stores adequate emergency supplies in the event of a disaster. The El Monte Union High School District has developed a Standardized Emergency Management System (SEMS) that has become the basis for our school-wide plan. Eleven El Monte High School staff members

have completed FEMA's NIMS (National Incident Management System) emergency training. Three of those eleven staff members have also completed and been certified in advance emergency training per FEMA's NIMS system. El Monte prides itself on providing students with a very safe learning environment. We are staffed with a School Resource Officer (SRO) and seven campus supervisors. Also, administrators, counselors, and teachers are highly visible as they monitor our campus before school, between passing periods, at nutrition, at lunch, after school, and at various after school activities. The main entrance is the only open entrance during the regular school day, which is always monitored.

### 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	2020-21				2021-22				2022-23			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	19.0	5	37	1	24.0	25	26	16	21.0	32	38	9
<b>Mathematics</b>	22.0	24	43	0	24.0	19	31	7	19.0	36	29	3
<b>Science</b>	22.0	17	38	0	24.0	13	25	9	21.0	28	19	6
<b>Social Science</b>	21.0	29	30	0	26.0	11	21	16	19.0	31	27	5

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

## SCHOOL ACCOUNTABILITY REPORT CARD

### Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	252.0
Library Media Teacher	1.0	
Library Media Paraprofessional	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 work 50 percent of full-time.

### School Finances

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

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	\$16,942	\$5,655	\$11,287	\$99,966
District			\$11,504	\$97,091
State			\$7,607	\$97,850
Percent Difference: School/District			(2%)	3%
Percent Difference: School/State			48%	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.

#### 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	1,398	\$498,562
Career Technology Education Incentive		200,723
Arts, Music, & Instructional Material Discretionary		1,005,346
Learning Recovery Emergency Block Grant		2,756,257
<b>Total</b>		<b>\$4,460,888</b>

### 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	1
English	4
Foreign Language	1
Mathematics	3
Science	1
Social Science	9
<b>Total AP Courses Offered</b>	<b>19</b>
<b>Percent of Students in AP Courses</b>	<b>13.9</b>

\*Where there are student course enrollments.

### Professional Development

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

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

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

## SCHOOL ACCOUNTABILITY REPORT CARD

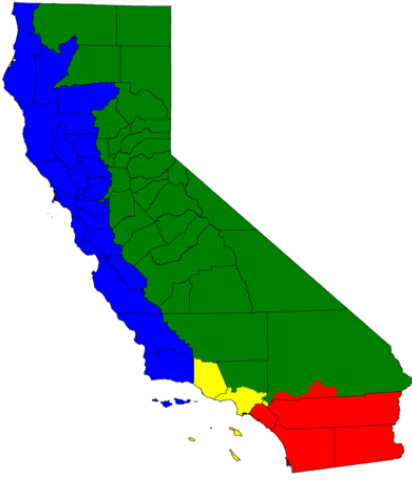
To facilitate the implementation of the Common Core State Standards, certificated staff actively engage in embedded professional development sessions structured around cycles of inquiry. These sessions are conducted within English, Math, Science, and Social Science departments, wherein collaborative 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.

### 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.