



District Accountability Report Card

Reported for School Year 2018-19

Published in 2019-20

El Monte Union High School District

Edward A. Zuniga, Superintendent

Our District

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Vision Statement

The Vision of the El Monte Union High School District is to empower and motivate our students to be resilient, college and career ready, lifelong learners, and contributing members of our global society.

Located in the heart of the San Gabriel Valley, the El Monte Union High School District was established in 1901. Its high schools include Arroyo, El Monte, Mountain View, Rosemead, South El Monte and Fernando R. Ledesma High School. EMUHSD also features the El Monte-Rosemead Adult School, one of California's largest and most respected adult programs.

The District employs 623 certificated employees and 625 classified employees. The professional staff provides educational programs for over 8,000 students in grades 9 through 12 and 11,000 in adult education.

The population studies show that approximately 200,000 people reside in our attendance boundaries. The area that the District serves represents a cross section on interests, professions, and groups. The majority of income for people in this area is broadly grouped into industrial and factory worked and retail sales. The families who live in this area include many in the middle to lower income economic groups. The District philosophy of education calls for the school, the home and the community to work cooperatively toward the achievement of its educational goals.

With a commitment to excellence underlying all goals, the Board of Trustees constantly strives to provide outstanding educational services to the youth and adults of the community.

Mission Statement

The El Monte Union High School District will:

- Advocate, nurture and sustain a positive school culture through a challenging and rigorous, standards-based curriculum that promotes achievement for all students;
- Ensure management of the organization, operations and resources for a safe, efficient and effective learning environment that is conducive to student learning and staff professional growth;
- Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources;
- Model a personal and institutional code of ethics and develop professional leadership capacity;
- Promote college and career readiness skills for all students.

Essential Facts About our Schools

Students (2018-19)			Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) (2018-19)		
Student Facts	District Average	State Average	Subject	District Average	State Average
English Learners	19.0%	19.3%	ELA/Literacy	60%	548%
Free & Reduced-Price Meals	87.8%	59.2%	Mathematics	34%	39%
Foster Youth Count	1.6%	0.8%			
Special Education	13.2%	12.9%			

State information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments 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.

Ethnicity and Textbooks

Ethnicity (2018-19)			
Group	District Percent of Total Enrollment	County Percent of Total Enrollment	State Percent of Total Enrollment
American Indian or Alaska Native	0.1%	0.2%	0.5%
Asian	20.1%	7.9%	9.4%
Native Hawaiian or Pacific Islander	0.1%	0.3%	0.5%
Filipino	0.7%	2.2%	2.4%
Hispanic or Latino	77.5%	65.2%	55.0%
Black or African American	0.3%	7.5%	5.5%
White	1.3%	14.1%	23.1%
Two or More Races	0.01%	1.9%	3.7%

Textbooks and Instructional Materials (2019-20)

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional materials for fiscal year 2019-20 pursuant to education code 60119 was done on October 2, 2019.

Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	From the Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	0%	Yes
Mathematics	0%	Yes
Science	0%	Yes
History-Social Science	0%	Yes
English Language Development	0%	Yes
Foreign Language	0%	Yes
Health	0%	Yes
Science Laboratory Equipment	0%	Yes



Dropout Rates, Advanced Placement Courses, and School Facilities

Dropout Rate and Graduation Rate

This table displays the schools' one-year dropout rates and graduation rates for the most recent three-year period for which data is available. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

	District			State		
	15-16	16-17	17-18	15-16	16-17	17-18
Dropout Rate	11.8%	8.4%	5.7%	9.7%	9.1%	9.6%
Graduation Rate	84.1%	83.6%	85.1%	83.8%	82.7%	83.0%

Advanced Placement Courses Offered (2018-19)

This table displays the number of Advanced Placement (AP) courses that the district offered by subject and school site in 2018-19

Subject	AHS	EMHS	MVHS	RHS	SEMHS
Computer Science	2	1	1	0	1
English	5	8	2	4	4
Fine and Performing Arts	0	0	0	1	3
Foreign Language	5	7	4	4	4
Mathematics	4	3	4	5	5
Science	7	2	1	9	2
Social Science	11	7	7	14	6
Total Classes	34	28	19	37	25

School Facility Good Repair Status (School Year 2019-20)

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. The following is the overall rating of our schools at the time of inspection, since then the conditions could have changed.

Overall Rating	Arroyo High School	Exemplary	Good	Fair	Poor
			94.55%		
Overall Rating	El Monte High School	Exemplary	Good	Fair	Poor
			94.05%		
Overall Rating	Mountain View High School	Exemplary	Good	Fair	Poor
			96.41%		
Overall Rating	Rosemead High School	Exemplary	Good	Fair	Poor
				89.48%	
Overall Rating	South El Monte High School	Exemplary	Good	Fair	Poor
			90.93%		
Overall Rating	Fernando Ledesma High School	Exemplary	Good	Fair	Poor
			98.30%		
Overall Rating	Community Day School	Exemplary	Good	Fair	Poor
			92.50%		

Schools

School Directory					
School Name	Grade Range	Principal	Address	City	Phone
Arroyo High School	9-12	Angelita Gonzales-Hernandez	4921 N. Cedar Avenue	El Monte	626-444-9201
El Monte High School	9-12	Robin Torres	3048 N. Tyler Avenue	El Monte	626-444-7701
Mountain View High School	9-12	Jose Marquez	2900 Parkway Drive	El Monte	626-443-6181
Rosemead High School	9-12	Dr/ Brian Bristol	9063 E. Mission Drive	Rosemead	626-286-3141
South El Monte High School	9-12	Dr. Amy Avina	1001 Durfee Avenue	South El Monte	626-442-0218
Fernando R. Ledesma High School	10-12	Freddy Arteaga	12347 Ramona Blvd.	El Monte	626-442-0481
Community Day School	9-12	Freddy Arteaga	5050 Kings Row	El Monte	626-2584941



Arroyo High School



El Monte High School



Fernando Ledesma High School



Mountain View High School



Rosemead High School



South El Monte High School

EL MONTE UNION HIGH SCHOOL DISTRICT

*Edward A. Zuniga, Ed. D., Superintendent
 Felipe Ibarra, Assistant Superintendent
 Larry Cecil, Assistant Superintendent
 Wael H. Elatar, Chief Business Official*

*3537 Johnson Avenue, El Monte, CA 91731
 Voice—(626) 444-9005 Fax—(626) 350-1095
 www.emuhd.org*

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