

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 2023-24 School Year
Published During 2024-25
Eddie Cuevas, Principal
Eddie.cuevas@emuhsd.org



El Monte Union High School District

3537 Johnson Avenue
El Monte, CA 91731
(626) 444-9005
www.emuhsd.org

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About This School

School's Purpose

El Monte High School will graduate all students with the academic, social, and emotional skills needed to be engaged learners with agency, capable of thriving in a diverse and evolving technological society.

Vision Statement

El Monte High School will create a safe, inclusive, and supportive learning environment that provides rigorous, relevant, and diverse educational opportunities with a focus on equity to empower all students to develop the skills needed to achieve the Schoolwide Learner Goals.

Academic Goals

- Seek, access, analyze, and creatively use information to exhibit effective communication, computation, critical thinking, and technological skills.
- Demonstrate engagement and proficiency in curricular programs aligned to the national, state, and local standards.

Interpersonal Goals

- Be productive community members who promote equity, diversity, and inclusion, exercise rights, accept responsibility, and work collaboratively with others.
- Demonstrate empathy and respect for self and others.

Personal Goals

- Be empowered to take initiative, leverage resources, and achieve goals.
- Exhibit honesty, integrity, self-regulation, and personal accountability.
- Implement self-care and wellness habits to cultivate resiliency and overall well-being.

Career Goals

- Explore a variety of college and career options.
- Develop personal attributes and skills for the pursuit of post-secondary education and/or career training.
- Develop and nurture a growth mindset to achieve success in future endeavors.

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 1,400 students.

El Monte High School is an ethnically diverse high school 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.

SCHOOL ACCOUNTABILITY REPORT CARD

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.

Student Enrollment by Group (2023-24)

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.0
Non Binary	0.4
American Indian or Alaska Native	0.0
Asian	12.2
Black or African American	0.1
Filipino	0.3
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.2
White	0.4
English Learners	25.3
Foster Youth	0.4
Homeless	9.1
Migrant	1.3
Socioeconomically Disadvantaged	96.9
Students with Disabilities	13.4

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
Total Teaching Positions	74.5	100.0	374.6	100.0	274,759.1	100.0

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 9	342
Grade 10	371
Grade 11	379
Grade 12	326
Total Enrollment	1421

Conditions of Learning

State Priority: Basic

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.8	0.1	0.1
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.8	0.1	0.1

Teachers Without Credentials Assigned Out-of-Field (considered "out-of-field" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.4	1.2	1.7
Total Out-of-Field Teachers	0.4	1.2	1.7

Class Assignments

Indicator	Percent 2020-21	Percent 2021-22	Percent 2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.4	0.2	0.4
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	0.1

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
Total Teaching Positions	71.8	100.0	369.2	100.0	279,044.8	100.0

Teacher Preparation and Placement (2022-2023)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.2	93.0	345.1	89.44	231142.4	100.0
Intern Credential Holders Properly Assigned	2.0	2.61	4.0	1.06	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.13	11.2	2.92	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.34	1.4	13.2	3.44	11746.9	4.23
Unknown	1.4	1.91	12.1	3.14	14303.8	5.15
Total Teaching Positions	76.5	100.0	385.8	100.0	277698.0	100.0

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

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certifies that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below as of October 2, 2024. Our high schools offer students updated textbooks 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%
History-Social Science	Earth Science-California Edition	2006	Yes	0%
	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%
	Psychology-Themes & Variations	2000	Yes	0%
	Psychology and You	2000	Yes	0%
	Psychology, Psychology in Everyday Life	1995	Yes	0%
		2017	Yes	0%

SCHOOL ACCOUNTABILITY REPORT CARD

Quality, Currency, and Availability of Textbooks and Instructional Materials (2024-25) - Continued

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

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.

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 Facility Good Repair Status (School Year 2024-25)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on November 26, 2024.

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	Stained ceiling tiles in more than one room.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs are needed at the time of inspection.
Electrical: Electrical	Good	No repairs are needed at the time of inspection.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Loose toilet seats in several restrooms.
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 97.95%	

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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.



Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
ELA/Literacy	66	65	59	57	46	47
Mathematics	29	34	25	28	34	35

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 Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	348	96.13	3.87	64.94
Female	168	161	95.83	4.17	67.05
Male	192	185	96.35	3.65	63.78
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	48	48	100.0	0.0	83.33
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	307	293	95.44	4.56	61.77
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	72	68	94.44	5.56	2.94
Foster Youth	—	—	—	—	—
Homeless	38	37	97.37	2.63	64.86
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	289	279	96.54	3.46	64.16
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	59	54	91.53	8.47	22.22

CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	346	95.58	4.42	34.10
Female	168	161	95.83	4.17	28.57
Male	192	183	95.31	4.69	39.34
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	48	48	100.0	0.0	79.17
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	307	292	95.11	4.89	26.71
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	72	66	91.67	8.33	3.03
Foster Youth	—	—	—	—	—
Homeless	38	35	92.11	7.89	42.86
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	289	276	95.5	4.5	32.61
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	59	52	88.14	11.86	1.92

CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
	21.83	29.4	25.58	28.38	30.29	30.73

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	684	659	96.35	3.65	29.74
Female	342	330	96.49	3.51	26.06
Male	339	326	96.17	3.83	33.74
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	94	92	97.87	2.13	64.13
Black or African American	0	0	0.0	0.0	0.0
Filipino	—	—	—	—	—
Hispanic or Latino	583	560	96.05	3.95	23.93
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	137	127	92.7	7.3	2.36
Foster Youth	—	—	—	—	—
Homeless	70	68	97.14	2.86	38.24
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	566	542	95.76	4.24	28.78
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	87	85	97.7	2.3	9.41

Career Technical Education Programs

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

- 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 (2023-24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	523
Percent of pupils completing a CTE program and earning a high school diploma	50
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	—

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

UC/CSU Course Measure	Percent
2023-24 Students Enrolled in Courses Required for UC/CSU Admission	95.71
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	34.62

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (2023-24)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	96.1%	95.8%	95.8%	95.5%	95.2%

SCHOOL ACCOUNTABILITY REPORT CARD

Engagement

Opportunities for Parental Involvement

Contact Person: Eddie Cuevas, Principal

Phone Number: (626) 444-7701

El Monte High School recognizes the importance of parents' role in educating 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.

State Priority: Pupil Engagement

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

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

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

School	2021-22	2022-23	2023-24
Dropout Rate	7.4	8.8	7.4
Graduation Rate	88.9	82.2	88.2

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

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



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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	338	298	88.2
Female	174	158	90.8
Male	161	138	85.7
Non-Binary	—	—	—
American Indian or Alaska Native	0	0	0.0
Asian	41	34	82.9
Black or African American	0	0	0.0
Filipino	—	—	—
Hispanic or Latino	293	260	88.7
Native Hawaiian or Pacific Islander	—	—	—
Two or More Races	—	—	—
White	0	0	0.0
English Learners	111	83	74.8
Foster Youth	—	—	—
Homeless	60	57	95.0
Socioeconomically Disadvantaged	332	292	88.0
Students Receiving Migrant Education Services	—	—	—
Students with Disabilities	46	40	87.0

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>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-24
Suspensions	5.5	5.77	5.07
Expulsions	0.0	0.0	0.0
Rate	District 2021-22	District 2022-23	District 2023-24
Suspensions	3.36	3.93	4.01
Expulsions	0.0	0.02	0.03
Rate	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.17	3.6	3.28
Expulsions	0.07	0.08	0.07

SCHOOL ACCOUNTABILITY REPORT CARD

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1498	1468	299	20.4
Female	721	708	159	22.5
Male	770	753	137	18.2
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	182	181	15	8.3
Black or African American	—	—	—	—
Filipino	—	—	—	—
Hispanic or Latino	1298	1269	280	22.1
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	—	—	—	—
White	—	—	—	—
English Learners	404	387	105	27.1
Foster Youth	—	—	—	—
Homeless	131	129	25	19.4
Socioeconomically Disadvantaged	1448	1421	294	20.7
Students Receiving Migrant Education Services	19	19	1	5.3
Students with Disabilities	218	210	64	30.5

Suspensions and Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.07	0.0
Female	3.61	0.0
Male	6.49	0.0
Non-Binary	0.0	0.0
American Indian or Alaska Native	1.1	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	5.7	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	8.66	0.0
Foster Youth	0.0	0.0
Homeless	3.05	0.0
Socioeconomically Disadvantaged	5.25	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	8.72	0.0

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

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	284.2
Library Media Teacher	1.0	
Library Media Paraprofessional	1.0	
Psychologist	1.0	
Nurse	0.2	
Other	2.0	

* 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 Safety

SB187 Safety Plan

Date the plan was last updated: February 13, 2024

Date the plan was last reviewed with staff: August 15, 2024

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

SCHOOL ACCOUNTABILITY REPORT CARD

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2021-22				2022-23				2023-24			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	25	26	16	21.0	32	38	9	20.0	37	27	10
Mathematics	24.0	19	31	7	19.0	36	29	3	19.0	31	25	8
Science	24.0	13	25	9	21.0	28	19	6	21.0	19	20	9
Social Science	26.0	11	21	16	19.0	31	27	5	20.0	34	17	7

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

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022-23)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	\$26,450	\$8,477	\$17,973	\$122,011
District			\$24,655	\$108,949
State			\$10,771	\$105.265
Percent Difference: School/District			(27%)	12%
Percent Difference: School/State			67%	16%

- **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 2023-24)

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

Program	Number of Pupils Served	Amount
Title I	1,415	\$559,971
Carl Perkins		80,015
Learning Recovery Emergency Block Grant		2,530,558
Total		\$3,161,544

Teacher & Administrative Salaries (Fiscal Year 2022-23)

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

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

Advanced Placement Courses (2023-24)

Subject	Number of AP Courses Offered*
Computer Science	1
English	5
Foreign Language	1
Mathematics	3
Science	1
Social Science	6
Total AP Courses Offered	17
Percent of Students in AP Courses	13.4%

*Where there are student course enrollments.

SCHOOL ACCOUNTABILITY REPORT CARD

Professional Development

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

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

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

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

instructional decision-making. At the same time, both site and district staff continually participate in training to enhance their knowledge of implementing a Multi-Tiered System of Support (MTSS).

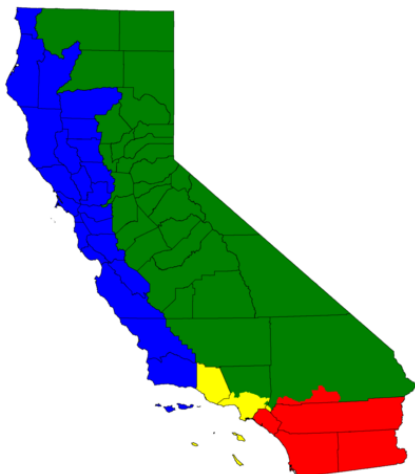
Staff at each comprehensive high school receive targeted support on implementing evidence-based practices led by site administration and an Instructional Coach. The Instructional Coach can deliver model lessons, provide one-to-one coaching, and plan lessons. Additional opportunities for professional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

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



SCHOOL ACCOUNTABILITY REPORT CARD

SARC Overview



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

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

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.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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