



# SCHOOL ACCOUNTABILITY REPORT CARD

## Reported for 2010-11 School Year - Published in 2011-12



### ARROYO HIGH SCHOOL

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**INDEX**

School Description	2
Class Size	3
School Climate	3
School Facilities	4
Teachers	5
Support Staff	5
Curriculum	5
Textbooks	6
School Finances	7
Student Performance	8
CAHSEE	9
Accountability	10
School Completion	10
API Growth	11
Professional Development	12

**Introduction**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1<sup>st</sup> of each year. The SARC contains information about the condition and performance of each California public school.

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

**Data and Access**

**Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

**DataQuest**

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

**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 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.

**Vision Statement**

The Arroyo school community is united to promote a life of learning and personal responsibility by cultivating academic and social development and a broadening awareness of our roles as contributing members of society.

**Mission Statement**

It is our goal to empower students with skills and attitudes that will enable them to become creative, moral, and productive members of a diverse community. We will develop in each student individual aspirations, an appreciation of knowledge, an acceptance of others, and a personal pursuit of excellence.

**Expected Schoolwide Learning Results**

- ◆ An **Academic Achiever** who demonstrates:
  - ◆ effective reading, writing, speaking, listening and computation skills.
  - ◆ technological competency
  - ◆ mastery of rigorous study through a combination of A\_G requirements and/or AP courses of study
  - ◆ mastery of research skills with the application of knowledge gained
- ◆ A **Critical thinker** who demonstrates skills in: problem-solving skills using logic and reason. The ability to make good decisions using analytical and interpretive skills.
- ◆ **Quality producer** who demonstrates: Strategic planning using all available technological resources. The ability to set goals as evidenced by use of good planning, organization, time management skills, and completion of tasks.
- ◆ **Responsible citizens** who demonstrate: moral and ethical behavior such as honesty, integrity, respect for self and others both in school and in the community. Good attendance, daily preparedness, and the ability to work well with others. Involvement in society to promote the public good.
- ◆ An **effective communicator** who demonstrate: mastery of oral and written expression. Mastery of listening and responding skills and use of higher-level methods of thinking.

To reinforce the traits of the ideal Arroyo graduate, posters of the ESLRs have been distributed to teachers for display in classrooms, as well as in offices throughout campus. Posters are also placed throughout campus asking students, "Are you credit current?" Students are able to see if their total credits earned meet minimum grade level requirements.

**School Description**

Arroyo High School is one of five comprehensive high schools in the El Monte Union High School District. It was established in 1955 and located in the beautiful San Gabriel Valley. Its first graduating class was the class of 1958. The school is now in its 55th year of operation. Graduates of Arroyo can be found in various professions, ranging from college presidents to academy awards winners. Arroyo High School is approximately 12 miles northeast of the Los Angeles Civic center and encompasses 40 acres. The city of El Monte has a population of approximately 121,791.

The attendance area served by Arroyo High School consists of four different communities: portions of El Monte, Temple City, Arcadia, and an unincorporated area of the county. The Arroyo High School attendance area is approximately four square miles.

The families who reside in this attendance area are predominantly in the lower-to-lower middle socioeconomic range. El Monte's median household income is \$41,376 with an average of 4.2 people per household. Approximately 65 percent of families rent their place of residence. Because there is very little industry in the immediate local attendance area, most residents work in nearby communities and industrial parks.

Arroyo provides a variety of programs and courses to meet the needs of its diverse student population of 2,310. Advance Placement (AP), Honors, English Language Learners (ELL), and Advancement Via Individual Determination (AVID) are a few of the courses designed to meet these needs. Along with academics, students are encouraged to participate in co-curricular activities. Arroyo offers an array of co-curricular programs such as a nationally recognized National Honor Society and Key Club, Academic Decathlon, choirs, bands, drama performances, 45 clubs and athletic programs. Arroyo's student population of 2,310 consists of 64 percent Title 1 and 18 percent English Language Learners. Arroyo has sustained an over all graduation rate of at least 91%.

Arroyo has been bestowed with many honors and recognitions, not limited to but including Olympic Medalist, Merit Finalists, and National Association of Secondary School Principals Breakthrough High School in 2005. Arroyo High School was recognized by US World News Report, as being one of the best 600 high schools in the nation.

**Opportunities for Parent Involvement**

**Contact Person:** Angelita Gonzales-Hernandez  
**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, Grade parent orientation, Coffee With the Principal, Focus On Learning Meetings, School Site Council, 10th and 11th grade counseling, 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 community. Schoolloop, a web-based program, has enhanced communication between staff and parents. It provides parents an opportunity to stay informed about students academic progress by being able to access student assignments and grade. Parents can avail themselves to the use of the email feature to contact staff. Announcements of activities and general

information on campus are posted regularly. Arroyo has over fifty percent of parents registered on Schoolloop.

Extra-curricular activities and events continue to be well attended by parents, staff, and community. Support for the school is fostered through a large group of parents that get actively involved in various organizations on campus. The English Learner Advisory Committee (ELAC) meeting is composed of parents and meets monthly to coordinate school program improvement. An annual Title 1 meeting is held to inform parents about the program. Data is presented to parents to inform them of the school progress. To acquaint parents with the working of the school, they are invited to attend Information Day. Child-care has been offered to further accommodate parent's need.

Various school programs such as: Advancement Via Individual Determination (AVID), Title 1, and Economic Impact Aid/Limited English Proficient (EIA/LEP), have parent involvement as a key component. The Parent Teacher Student Association (PTSA) is a large and very active group that also meets monthly. They support students by chaperoning dances, selling snacks at summer school and using the money for scholarships. The PTSA actively communicates with the community through the PTSA Newsletter that is sent to all Arroyo High School parents and staff three times a year. The PTSA and Arroyo High School educators contribute articles to this newsletter. Other parent organizations include Band Boosters, Choir Boosters, senior parents, Parent Support Groups, and Parent Education Programs.

Each year, parents receive a packet of information covering school policies. Clubs and activity groups send home additional information. Membership information and opportunities for parent involvement are included in these packets.

As the student population continues to change, Arroyo continues its efforts to address the parents in their native languages. School wide information is sent home in English, Spanish, Chinese and Vietnamese. Every effort is made to have a translator when conducting parent conferences, enrolling new students, and making phone contacts with parents. This effort has been met with great success.

Students, staff, community leaders and parents are active in chapters of The National Honor Society, Future Business Leaders of America, Lions International through the Leo Club, Kiwanis International through the Key Club, and the Global Awareness Club.

Arroyo High School is truly a great place to go to school. Students, parents, teachers, staff, administration, and the community work together to provide all students with the opportunity to obtain a comprehensive educational experience based on each student's individual abilities and personal goals to prepare them for a successful future. Arroyo High School continues to look for new ways to reach parents and make them a part of the school community. Stronger parent and community participation on campus is an ongoing goal for Arroyo High School.



**Average Class Size and Class Size Distribution**

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	28.5	21	28	48	31.0	8	20	41	26.9	28	33	33
Mathematics	29.9	11	27	32	33.0	3	9	45	30.5	11	20	36
Science	27.9	9	43	6	27.0	6	50	3	31.9	4	21	32
Social Science	34.7	1	5	33	32.0	1	14	31	32.3	4	15	33

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level this information is reported by subject area rather than grade level.

**Student Enrollment by Grade Level  
(School Year 2010-11)**

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS):

Grade Level	Enrollment
Grade 9	634
Grade 10	625
Grade 11	545
Grade 12	498
<b>Total Enrollment</b>	<b>2,302</b>

**Student Enrollment by Subgroup  
(School Year 2010-11)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.1%
Asian	24.9%
Filipino	0.0%
Hispanic or Latino	68.6%
Native Hawaiian or Pacific Islander	0.1%
White	4.6%
Two or More Races	0.9%
Socioeconomically Disadvantaged	82.3%
English Learners	35.1%
Students with Disabilities	6.0%

**School Climate:**

**School Safety Plan**

**SB187 Safety Plan**

**Date last updated:**

**September 15, 2010**

**Date last reviewed with staff:**

**September 23, 2010**

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 to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

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 in providing students with a very safe learning environment. We are staffed with a School Resource Officer (SRO) and five campus supervisors. In addition, 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 base. Teleparent (phone communication system) has also provided a means of communication for the school to inform parents of ongoing events and situations.

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

The Los Angeles County Fire Department has been working closely with Arroyo in their staged and planned disaster drills. Last year, the county fire department, in cooperation with the Drama department, staged two events in which the students reenacted various roles that ranged from various stages of injuries. Triage sites were set up along with a communications base to get a hands-on feel in the event of a true disaster.

**Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

Rate	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
<b>Suspensions</b>	6.0%	7.3%	6.6%	11.1%	8.1%	7.5%
<b>Expulsions</b>	0.4%	0.4%	0.1%	0.1%	0.1%	0.1%

**School Facilities:**

**School Facility Conditions and Improvements**

Arroyo High School's original plant was constructed in 1954 and additions have been added as needed. There are 79 classrooms, a Library, a band room, choir room and several computer labs, which includes a Learning Center and nine redesigned science classrooms. The gym consists of both a large and small gym. A dance room is also available for use. The district stadium includes an elevator, press box and new handicap ramps and seating.

Arroyo has undergone major construction schoolwide as a result of the passing of the 29 million dollar Measure D. A new career center has been built in the middle of campus. The parking lots have been renovated. They have been resurfaced, enlarged, and lighting has been added. Safety drop off zones have been added at different locations on campus. To augment security on campus, additional lighting and external fencing have been added throughout the campus. The exterior of the entire school has been repainted. The front of the school, Rally Square, Victory Square and all athletic fields landscaping has been enhanced. A dry riverbed, symbolizing the name of the school, runs through the middle of campus. Parking areas have been refinished and new lighting has been installed.

**Deferred Maintenance Program**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the District Office.

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled 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 (2011-12)**

This table displays the results of completed school site inspection to determine the school facility's good repair status. When deficiencies are found, the district takes the appropriate action to make all repairs. **Note:** Shaded cells do not require data. (At the time of this report the site had not been inspected. Once the inspection is complete this section will be updated as required.)

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical /HVAC, Sewer</b>					
<b>Interior: Interior Surfaces</b>					
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>					
<b>Electrical: Electrical</b>					
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>					
<b>Safety: Fire Safety Hazardous Materials</b>					
<b>Structural: Structural Damage, Roofs</b>					
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>					
<b>Overall Rating</b>					

**Teachers:**

**Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	86	94	83	382
<b>Without Full Credential</b>	7	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	2	1	7	

**Core Academic Courses Taught by Highly Qualified Teachers**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	82.54%	17.46%
<b>All Schools in District</b>	78.53%	21.47%
<b>High-Poverty Schools in the District</b>	78.53%	21.47%
<b>Low-Poverty Schools in the District</b>	0.00%	0.00%

**Note:** High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

**Teacher Misassignments and Vacant Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of EL</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

**Note:** Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Support Staff:**

**Academic Counselors and Other Support Staff  
(School Year 2010-11)**

The counseling office staffs seven full-time credentialed school counselors, a registrar and clerks. The library is run by a full-time librarian. The school is serviced by other support staff, which includes a Child Welfare and Attendance Coordinator. Both the school psychologist and nurse oversee other school sites as well as Arroyo.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	7.0	328.86
<b>Library Media Teacher</b>	1.0	
<b>Library Media Services (paraprofessional)</b>	1.0	
<b>Psychologist</b>	1.0	
<b>Nurse</b>	0.28	
<b>Other (Teacher on Assignment &amp; Bilingual Resource Teacher)</b>	1.0	

**Note:** Shaded cells do not require data.

\*One Full-Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

**Curriculum and Instructional Materials:**

**Instructional Materials**

Over the last several years, Arroyo High School has progressively updated textbooks and instructional materials. Textbooks have been purchased for the majority of classes in the English, Mathematics, Science, Social Science Industrial Technology, English Language Development and Foreign Language departments. Plans to complete the cycle for updating all classes are ongoing. Students can experience a fully aligned curriculum. Vertical teams of teachers in core subjects are currently looking for additional ways to improve instruction across all of our feeder districts via articulation.

Every classroom has at least one computer for both student and teacher use that is networked and has filtered Internet access; furthermore, by the end of the 2010-11 school year, 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 Expected School-wide Learning Results (ESLRs) have been incorporated into the curriculum. Instruction is driven by the standards, data analysis, ESLRs, SPSA and the Focus on Learning (FOL) Action Plan.

Teachers have been trained and are incorporating the following strategies in their classroom: Marzano, AVID, Thinking Maps, Write Path, Teach Like a Champion and Next Step in Writing strategies. Teachers are in the process of learning how to interpret data and to better meet the needs of the students. Staff walkthroughs have assisted with examining the success of these various strategies.

**Quality, Currency, and Availability of Textbooks and Instructional Materials (2011-12)**

Our high schools offer students updated textbooks which are aligned to the California State content standards. In core areas, (English, math, social science, science) the teachers have classroom sets of the textbooks, and students receive a copy of the text to use at home for the semester.

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 and supplemental instructional materials for fiscal year 2011-2012 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on 10/5/11. All students, including English Learners have been provided a textbook or instructional materials to use in class and take home.

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials</b>	<b>Year of Adoption</b>	<b>From the Most Recent List of Standards-Based Materials Adopted by the SBE or Local Governing Board (Yes or No)</b>	<b>Percent of Students Lacking Their Own Assigned Copy</b>
<b>English/Language Arts</b>	<b>McDougal-Littell</b> California Literature	2011	Yes	0%
	<b>Holt</b> Literature and Language Arts	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2009	Yes	0%
<b>Mathematics</b>	Algebra 1 & 2	1999	Yes	0%
	Geometry	1999	Yes	0%
	Pre-Calculus – Graphics & Data Analysis	2001	Yes	0%
	Calculus: A Complete Course	2001	Yes	0%
	Calculus of a Single Variable	2001	Yes	0%
<b>Science</b>	Science Spectrum: A Physical Approach	2002	Yes	0%
	Science Spectrum: A Balanced Approach	2000	Yes	0%
	Conceptual Physical Science Exploration	2003	Yes	0%
	Concepts & Challenges: Earth Science	1997	Yes	0%
	Concepts & Challenges: Physical Science	1997	Yes	0%
	Biology, California Edition	2011	Yes	0%
	Chemistry	1992	Yes	0%
	Modern Chemistry	1972	Yes	0%
	Physics: Principals & 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>Social Science</b>	Modern World History	1999	Yes	0%
	The Americans	1999	Yes	0%
	America: Pathways to Present	1999	Yes	0%
	The American Pageant	1983	Yes	0%
	Economics: Principles in Action	2002	Yes	0%
	Economics	2002	Yes	0%
	Psychology – Themes and Variations	2000	Yes	0%
	Psychology and You	2000	Yes	0%
		1995	Yes	0%
<b>English Language &amp; Development</b>	Edge Fundamentals	2011	Yes	0%
	Edge, Level A & B	2011	Yes	0%
<b>Health</b>	Health	2007	Yes	0%
<b>Foreign Language</b>	<b>Spanish 1 P</b>			
	Voices y Vistas	2006	Yes	0%
	Ven Conmigo I	2000	Yes	0%
	Paso a Paso I	1999	Yes	0%
	Avancemos! I	2008	Yes	0%

**Quality, Currency, and Availability of Textbooks and Instructional Materials (2011-12) Continued**

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent List of Standards-Based Materials Adopted by the SBE or Local Governing Board (Yes or No)	Percent of Students Lacking Their Own Assigned Copy	
<b>Foreign Language</b>	<b>Spanish 1X P</b>				
	Buen Viaje Level 2	2000	Yes	0%	
	Sendas Literarias I Album	1995	Yes	0%	
	Nuevas Vistas, Curso de Introducción	2003	Yes	0%	
	Nuevas Vistas, Curso Uno	2003	Yes	0%	
	El Español Para Nosotros	2008	Yes	0%	
	<b>Spanish 2 P</b>				
	Pasos y Puentes	2006	Yes	0%	
	Ven Conmigo 2	2000	Yes	0%	
	Paso a Paso 2	1999	Yes	0%	
	Avancemos! 2	2008	Yes	0%	
	<b>Spanish 2X P</b>				
	Abriendo Paso-Gramática	1998	Yes	0%	
	Nuevas Vistas, Curso Uno	2003	Yes	0%	
	Ven Conmigo! Nuevas Vistas	2003	Yes	0%	
	Nuevas Vistas, Curso Dos	1999	Yes	0%	
	<b>Spanish 3 P</b>				
	Spanish for Mastery	1984	Yes	0%	
	Ven Conmigo 3	2000	Yes	0%	
	Paso a Paso 3	1999	Yes	0%	
	Arcos y Alamedos	2006	Yes	0%	
	Abriendo Paso-Gramática	1998	Yes	0%	
	Abriendo Paso-Lectura	1998	Yes	0%	
	Avancemos! 3	2008	Yes	0%	
	<b>Spanish 4 AP P</b>				
	Abriendo Puertas, Tomo II	2006	Yes	0%	
	<b>French 1 P</b>				
	Discovering French, Bleu	1997	Yes	0%	
	Allez Viens I	2000	Yes	0%	
	<b>French 3 P</b>				
	Discovering French, Blanc	1997	Yes	0%	
	Allez Viens 3	2000	Yes	0%	
Discovering French, Rouge	1997	Yes	0%		
<b>French 4 P</b>					
Discovering French, Rouge	1997	Yes	0%		
<b>Chinese 1 P &amp; 2 P &amp; 3 P</b>					
Chinese Made Easy, Volume I, 2, & 3	2007	Yes	0%		
<b>Chinese Language &amp; Culture AP P</b>					
Chinese Made Easy L1P1	2007	Yes	0%		

**School Finances:**

**Teacher & Administrative Salaries  
(Fiscal Year 2009-10)**

This table displays district-level salary information for teachers, principals, and superintendents, 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$45,394	\$42,954
<b>Mid-Range Teacher Salary</b>	\$69,540	\$69,905
<b>Highest Teacher Salary</b>	\$89,648	\$89,464
<b>Average Principal Salary (HS)</b>	\$128,656	\$128,348
<b>Superintendent Salary</b>	\$175,000	\$205,119
<b>% of Budget for Teacher Salaries</b>	33.0%	37.0%
<b>% of Budget for Administrative Salaries</b>	5.0%	5.0%

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,583	\$1,223	\$5,360	\$68,615
District			\$5,366	\$68,615
Percent Difference-School Site and District			(24%)	0.5%
State			\$5,455	\$70,570
Percent Difference-School Site and State			(2%)	(3%)

**Note:** Shaded cells do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated from specific purposes by the district or governing board is not considered restricted. **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

**Other Funding (Fiscal Year 2010-11)**

To help ensure a quality education for all students, state and federal funding is provided to Arroyo High School for the following special programs to supplement the core instructional program provided by the District:

Program	No. of Students Served	Amount
Title I	1,733	\$397,722
Title II Part A	2,244	\$114,407
Title III	452	\$46,220
School Safety and Violence Prevention	2,310	\$40,127
EIA-LEP—State Program for English Learners	452	\$224,991
Gifted and Talented Education GATE	273	\$18,891
Instructional Materials	2,310	\$133,023
<b>Total</b>		\$975,381

**Student Performance:**

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- ◆ **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- ◆ **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- ◆ **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Note:** Scores are not shown when the number of students tested is ten or less, either because the number of students in the category is too small for statistical accuracy or to protect student privacy.



**Standardized Testing and Reporting Results for All Students—Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	09	10	11	09	10	11	09	10	11
ELA	49	53	55	38	40	42	49	52	54
Math	34	35	34	25	27	31	46	48	50
Science	48	51	57	35	40	44	50	54	57
History-Social Science	37	52	63	30	37	43	41	44	48

**CAHSEE Results for All Grade Ten Students Three-Year Comparison (if applicable)**

**Note:** Scores are not shown when the number of students tested is ten or less, either because the number of students in the category is too small for statistical accuracy or to protect student privacy.

Subject	School			District			State		
	09	10	11	09	10	11	09	10	11
ELA	56	61	69	45	48	56	52	54	59
Math	58	64	68	50	52	59	53	54	56

**CAHSEE Grade Ten Results by Student Group Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
All Students-LEA	44	26	30	41	36	23
All Student-School	31	27	42	32	39	29
Male	33	31	36	30	40	30
Female	28	22	50	34	37	29
Asian	19	22	59	12	37	51
Hispanic or Latino	42	31	27	50	40	11
Economically Disadvantaged	33	26	40	33	39	28
English Learners	82	14	4	58	31	10
Students with Disabilities	96	6	3	94	6	0
Students Receiving Migrant Education Services	36	0	64	27	55	18

**Note:** Scores are not shown when the number of students tested is ten or less, either because the number of students in the category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results**

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.0%	37.8%	43.8%

**Standardized Testing and Reporting Results by Student Group (2010-11)**

This table displays the percent of students by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	ELA	Math	Science	History-Social Science
All Students in the LEA	42	31	44	43
All Students at the School	55	34	5	63
Male	53	34	57	66
Female	57	34	57	59
Asian	72	56	73	80
Filipino	60	13	0	58
Hispanic or Latino	40	13	43	48
White	44	28	0	42
Economically Disadvantaged	53	32	55	63
English Learners	16	24	13	23
Students with Disabilities	28	23	7	14
Students Receiving Migrant Education Services	45	10	45	55

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**Accountability:**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks  
Three-Year Comparison**

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	6	7
Similar Schools	5	6	9

**Academic Performance Index Growth by Student Group—Three-Year Comparison**

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	23	35	7
Asian	13	31	2
Hispanic or Latino	21	41	11
Economically Disadvantage	21	40	4
English Learners	7	42	19
Students with Disabilities	19	12	-43

**Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- ◆ Participation rate on the state's standards-based assessments in ELA and mathematics
- ◆ Percent proficient on the state's standards-based assessments in ELA and mathematics
- ◆ API as an additional indicator
- ◆ Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria  
(School Year 2010-11)**

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate—ELA	Yes	No
Met Participation Rate—Mathematics	Yes	Yes
Met Percent Proficient—ELA	Yes	No
Met Percent Proficient—Mathematics	Yes	No
Met API Criteria	Yes	Yes
Graduation Rate	Yes	Yes

**Federal Intervention Program (2011–12)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI *Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of PI Implementation	2009-2010	2008-2009
Year in PI	Year 2	Year 3
Number of Schools Currently in PI		5
Percent of Schools Currently in PI		71.4%

**School Completion:**

**Admission Requirements for California  
Public Universities**

**University of California**

Admission requirements for the University of California (UC) follow guidelines set forth 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 successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the *UC Admissions Information* Web site at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- ◆ Specific high school courses
- ◆ Grades in specified courses and test scores
- ◆ Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus 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 that are historically served by a

**Academic Performance Index Growth by Student Group – 2011 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	1,430	778	7,178	739	4,683,676	778
Black or African American	4	n/a	20	673	317,856	696
American Indian or Alaskan Native	2	n/a	3	n/a	33,774	733
Asian	659	863	1,451	874	398,869	898
Filipino	15	795	36	824	123,245	859
Hispanic or Latino	708	699	5,496	701	2,046,749	729
Native Hawaiian or Pacific Islander	1	n/a	8	n/a	26,953	764
White	35	738	153	759	1,258,831	845
Two or More Races	5	n/a	5	n/a	76,766	836
Socioeconomically Disadvantaged	1,163	769	6,369	739	2,731,843	726
English Learners	652	721	3,813	677	1,521,844	707
Students with Disabilities	117	485	596	478	521,815	595

n/a=Not applicable less than ten students.

CSU campus in that region. For admission, application, and fee information see the *CSU Web* page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

**Dropout Rate and Graduation Rate  
(Fiscal Year 2009-10)**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Dropout Rate (1-Year)	1.6	2.8	2.3	2.4	2.9	3.8	4.9	5.7	4.6
Graduation Rate	92.5	88.6	94.7	87.0	85.5	88.2	80.2	78.6	80.4



**Completion of High School Graduation Requirements**

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011	
	School	District
All Students	88.5%	79.5%
African American	100%	76.9%
American Indian or Alaska Native	100%	66.7%
Asian	89.5%	94.0%
Hispanic or Latino	88.5%	76.2%
Pacific Islander	100%	50.0%
White	84.6%	76.2%
Two or More Races	80.0%	92.3%
Socioeconomically Disadvantaged	89.1%	82.1%
English Learners	61.0%	55.9%
Students with Disabilities	82.0%	71.4%

**Career Technical Education Participation**

The following table displays information about participation in the school's CTE programs:

Measure	CTE Program Participation
Number of Pupils	1,328
Percent of pupils completing a CTE program and earning a high school diploma	6%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

**Career Technical Education Programs (2010-11)**

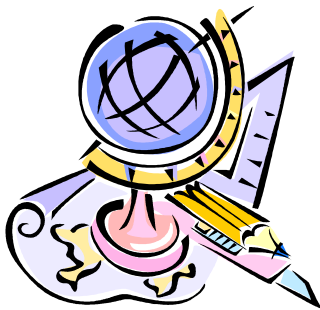
Some Arroyo students participate in certain CTE courses including:

- ◆ Arts Media and Entertainment
- ◆ Silk Screening
- ◆ Building Trades and Construction
- ◆ Pre-engineering Design
- ◆ Computer Aid Drafting
- ◆ Food and Beverage Production and Preparation

**Courses for University of California and/or California State University Admission**

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	81.1%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	41.4%



**Advanced Placement Courses**

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
English	2	
Fine and Performing Arts	3	
Mathematics	2	
Science	3	
Social Science	4	
All Courses	14	

**Note:** Shaded cells do not require data.

**Instructional Planning and Scheduling:**

**Professional Development**

Through collaboration days and participation in off-site conferences and workshops, Arroyo High School staff members keep up to date on the latest educational trends and teaching methodologies. Teachers, support staff and administrators participate in Late Start days. The goal is to directly improve instructional delivery to all students including AVID strategies and best practices. Other professional development time is spent improving school safety, attendance and accounting procedures, and the administration and data analysis of state tests such as the Standardized Testing and Reporting (STAR) and California High School Exit Exam (CAHSEE).

Through the Leadership Committee, Arroyo High School has procedures in place to evaluate and disseminate information learned at off site conferences and workshops. Individuals who attend these events must request funding in advance through a justification statement related to the school's ESLRs-School wide Learning Results and the SPSA (Single Plan For Student Achievement).

The El Monte Union High School District undertook a major project to insure that courses at the high schools (including AHS) meet and teach the California Content Standards. Four teachers, one for each of the core academic areas of English, Mathematics, Science and Social Science, are released one period a day to work on the alignment of curriculum to standards, and meet on a monthly basis with District colleagues. In addition to Content Specialists, Course Leads have been hired to assist with analyzing of data and best practices for each core area. Noncore areas have met district wide to align courses with National Frameworks where applicable and review best practices.

