



# SCHOOL ACCOUNTABILITY REPORT CARD

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



### EL MONTE HIGH SCHOOL

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#### 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

El Monte High School will graduate all students with the skills to be innovative life-long learners who thrive in a changing technological society.

#### Mission Statement

El Monte High School will create a safe and supportive learning environment and provide educational opportunities that prepare all students to achieve the expected school wide learning results.

#### School Description

El Monte High School is an ethnically diverse high school located in the San Gabriel Valley twelve miles east of downtown Los Angeles. Established in 1901, El Monte is one of the oldest schools in Los Angeles County. As of the 2010 census, the city had a total population of 113,475, down from 115,965 at the 2000 census. As of 2010, El Monte is the 228th largest city in the United States, and is the 51st largest city in California.

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 beautiful sculptured lion that proudly guards the front entrance to the school.

The majority of the school's 1,921 student body population comes from the city of El Monte, but a number of students reside in the adjacent community of South El Monte. Recent data indicate that El Monte has a population of 113,475. The median income for a household in the city was \$32,439 well below the State median household income of \$58,931 in California. El Monte ranks among the lowest income communities in the San Gabriel Valley. Like most areas of Southern California, the median home price has increased sharply over the past several years to \$445,000 while the median rent has remained around \$992 per month. While Latinos make up the majority of students at the school at 80%, the Asian population, primarily composed of Chinese and Vietnamese students, has steadily increased over the past decade to 17%. The overall school population has grown by nearly 20% in that time. About 84% of the student body is economically disadvantaged and qualifies for the federal free lunch program. Almost 40% are identified as English learners. The average parent has not completed high school.

The school is comprised of over 80 classrooms located on 34 acres. Facilities includes a Learning Center, Resource Center, English Writing, Science

Lab, Career Center, a 900 seat auditorium for performance classes, and two gymnasiums.

The campus has now completed its last phase of modernization as a result of a local bond measure that was passed overwhelmingly by El Monte voters. Recent additions include a new Media Center, 25 classrooms with computer labs a lunch shelter, and a new parking lot. All classrooms are now connected via a school wide wireless data network. El Monte High School is now recognized as one of the most aesthetically pleasing high schools in the San Gabriel Valley.

El Monte High School offers a variety of curricular programs to meet the needs of students. For students arriving from another country who speak no English, a program exists to take them all the way to graduation in four years through English Language Development, accompanied by bilingual and sheltered classes in core subject areas. All classes and departments have adapted their curricula to reflect the California Standards and Frameworks. In its sixth year, our certified AVID program has expanded to include approximately 270 students. The Graphic Arts Academy is a three year program that integrates English, Social Science, and technology training. Advanced Placement courses are offered in English and Spanish language and literature, calculus, chemistry and government. Two-hour block Read 180 classes help low performing students improve reading and comprehension skills. Guided Studies and aid struggling students with important study skills, and CAHSEE intervention classes help struggling students pass the state exit exam. Various other academic programs help students to achieve. These include the Regional Occupation Program, (ROP), Adult School Program, Independent Study and Concurrent programs among others.

Although the demographic data might suggest otherwise, El Monte High School has many reasons to be proud of its accomplishments. In the past years, the school has been recognized not only as a California Distinguished School, but it was also honored as a National Blue Ribbon School, a most prestigious award bestowed on only a fraction of schools nationwide. In the December 2008 issue of U.S. News and World Report on America's Best High Schools, El Monte High School received a silver medal. In "layman" terms, it means we were ranked in the top of the 604 public high schools in the nation.

In 2011, El Monte High School continue to grow its API score. Raising the score to 707 a 37 point increase in the last. As a result of this high level of achievement, El Monte High School was featured in the California Best Practices Study produced by Springboard Schools in collaboration with National Center for Educational Accountability (NCEA) and Just for the Kids-California (JFTK-CA). El Monte was selected as an example of a school which produces dramatic "better-than-expected" results for students. According to the study, El Monte was "identified as high performing through an analysis of performance on the California Standards Test (CST) and the California High School Exit Examination (CAHSEE)." The report indicated the key reasons El Monte High School students have continued to improve, despite circumstances which might otherwise result in failure, was due to a personalized approach to the students, a commitment to using data to drive instruction, the implementation of academic standards in coursework, and high goal setting and expectations for students. In 2006-2007 El Monte received a full six year term of accreditation from WASC. El Monte High School will host an accreditation team from WASC in March 2011.

El Monte High School is looked upon as the community school. As a

result, community businesses have entered into partnership with the school as supporters of many programs: Renaissance, mentoring, career development, athletics, the performing arts, the Graphic Arts and Communications Academy, and various school projects. El Monte High School has also established a scholarship foundation through the California Community Foundation. Currently, the scholarship fund is approaching \$80,000 and growing.

**Opportunities for Parent Involvement**

**Contact Person: Keith Richardson**  
**Phone Number: (626) 444-7701**

El Monte High School recognizes the importance of the role that parents play in the education of their children.

Parents have several opportunities for involvement including: Back to School Night, Open House, 8th Grade Parent Orientation, Parent Day, PAC Meetings, Curriculum Meetings, School Site Council, UCLA Walkthroughs, Band Booster Club, PTSA, Parent Education Classes, Parent Institute, Student Success Team, 10th Grade Counseling, Graphic Arts Academy, Advancement Via Individual Determination Program (AVID), and athletic and performing arts events. Parents are encouraged to call and/or visit the campus and discuss their child's academic and social progress with teachers, counselors, and administrators. El Monte High School takes pride in its "open door" policy to parents and community.

**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
<b>Grade 9</b>	529
<b>Grade 10</b>	508
<b>Grade 11</b>	486
<b>Grade 12</b>	417
<b>Total Enrollment</b>	1,940

**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
<b>Black or African American</b>	0.2%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	16.0%
<b>Filipino</b>	0.0%
<b>Hispanic or Latino</b>	83.0%
<b>Native Hawaiian or Pacific Islander</b>	0.1%
<b>White</b>	0.5%
<b>Two or More Races</b>	0.2%
<b>Socioeconomically Disadvantaged</b>	95.7%
<b>English Learners</b>	56.3%
<b>Students with Disabilities</b>	7.2%

**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	27.2	19	39	33	28.0	9	36	22	26.4	22	40	25
Mathematics	32.5	5	17	45	30.0	4	21	31	31.3	9	13	37
Science	32.3	4	12	29	31.0	4	19	22	33.2	5	6	33
Social Science	30.6	6	12	21	30.0	4	17	19	31.9	4	11	27

\* 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.

**School Climate:**

**School Safety Plan**

**SB187 Safety Plan**

**Date last updated:** **October, 2011**

**Date last reviewed with staff:** **October, 2011**

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.

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 in providing students with a very safe learning environment. We are staffed with a School Resource Officer (SRO) and seven campus supervisors. In addition, administrators, counselors, and teachers are highly visible as they monitor our campus before school, between passing periods, at lunch, after school, and at various after school activities. The main entrance is the only open entrance during the regular school day. It is monitored at all times.

**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
Suspensions	8.8%	7.6%	4.1%	11.1%	8.1%	7.5%
Expulsions	0.0%	0.3%	0.3%	0.1%	0.1%	0.1%

**School Facilities:**

**School Facility Conditions and Improvements**

The present campus of El Monte High School was built on 34 acres in 1938. Some of the facilities include a 900-seat auditorium, student store, 80 modernized classrooms, a library/media center, a learning center, resource center, athletic fields, lighted tennis courts, and two gymnasiums. All of our classrooms and offices are networked for the internet. We have three business computer labs, one science computer lab, a lab in the learning center, as well as the library/media center. Perimeter landscaping and an elevator located in the administration building are currently under construction.

The south campus has completed construction of new elevator, hardscape, and landscape.

**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.

**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.

**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.

**School Facility Good Repair Status (2011-12)**

This table displays the results of completed school site inspection on December 30, 2011 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.

	Repair Status				Repair Needed and
	Exemplary	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical /HVAC, Sewer</b>		X			Rooms 90, 91-HVAC down
<b>Interior: Interior Surfaces</b>		X			Rooms 2, 17, 14, Kitchen, 68, hallway-plaster patch; rooms 3, 15, 14, 31, 26, 32, 36, 65, 64, 63, 61, 99, 51, 53, 81, 83, 58, 54-ceiling tile repair; room 8-stucco patch above white board; room 5-needs paint and new base; hallway-drywall cracks at ceiling above doors; cafeteria, rooms 14, 36, 93, small gym-floors needs to be redone; rooms 15, 31, boy's RR, 26 32, 34, 36, 43, 51, 53, 56-replace base; room 35-moisture in wall causing peeling; rooms 33, 41, 45, 6, 42, 72, 76, 99, 93, 56-needs paint; 2nd floor hallway-needs paint; resource center, psychologist room-replace carpet
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>		X			Boy's RR, women's RR-clean terrazzo at base; room 90, women's RR, auditorium, rooms 19, 17, 12, 40 storage, girl's RR, 53, 209, 203-needs cleaning; rooms 18, 20, 54-desks need cleaning/replacement; rooms 108, 110, 112, 111-floors need waxing
<b>Electrical: Electrical</b>		X			Room 7-fan no power; auditorium-exposed electrical wiring, old clocks, exit signs out; cafeteria, kitchen, room 17, 51-light covers missing; room 17, boy's RR, 108, 110, 112, 82, 93, 132, 135-lights out; room 61-exposed electrical box; rooms 61, 74-old clock; room 40-return air grill needs cleaning; room 57-bad ballast, vent hood not working
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>		X			Resource center-toilet does not flush; hallway-drinking fountain broken; staff RR-floor drains clogged
<b>Safety: Fire Safety Hazardous Materials</b>		X			Cafeteria, room 65-smoke detector has cover on it; room 65-fire pull bar tripped; room 82 door blocked; hallway-sprinkler cover missing
<b>Structural: Structural Damage, Roofs</b>		X			Electrical storage-roof leak/patch; room 46-leak in office ceiling
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>		X			Cafeteria-doors need paint; rooms 42, 90-needs weather stripping; room 90-broken door closure
<b>Overall Rating</b>		X			



**Teachers:**

**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>	90.18%	9.82%
<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 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>	82	79	73	382
<b>Without Full Credential</b>	2	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	1	1	4	

**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	1
<b>Total Teacher Misassignments*</b>	0	0	1
<b>Vacant Teacher Positions</b>	0	0	0

**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)**

Our counseling office staff includes a full time Registrar and a Guidance Clerk. Our Career Center is also staffed by a full time Career Guidance Clerk.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	5.0	388.0
<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	

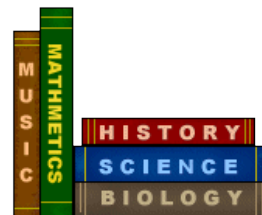
**Note:** Shaded cells do not require data.

\*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**

All of the core departments have the most current standards-based textbooks offered. Our elective departments are also supplied with the most current standards-based textbooks and supplemental materials. These areas were supplied by blended funding through SB813, Instructional Materials Fund (IMF), and lottery funds. Students have access to supplemental instruction through CD-ROMs, the Internet, guest speakers, and field trips. In our most recent Williams visit, they found no instructional insufficiencies in all areas.



**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	1983	Yes	0%
	The American Pageant	2002	Yes	0%
	Economics: Principles in Action	2002	Yes	0%
	Economics	2000	Yes	0%
	Psychology – Themes and Variations	2000	Yes	0%
	Psychology and You	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:**

**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	\$7,078	\$1,520	\$5,558	\$68,615
District			\$5,366	\$68,615
Percent Difference-School Site and District			4%	0.0%
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)**

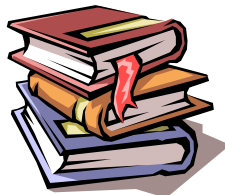
To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the District:

Program	No. of Students Served	Amount
Title I	1,814	\$416,311
Title II Part A	1,917	\$100,488
Title III	691	\$70,659
School Safety and Violence Prevention	1,915	\$33,891
EIA-LEP—State Program for EL	691	\$343,957
Gifted and Talented Education GATE	228	\$15,777
Instructional Materials	1,951	\$112,350
<b>Total</b>		\$1,093,433

**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
Beginning Teacher Salary	\$45,394	\$42,954
Mid-Range Teacher Salary	\$69,540	\$69,905
Highest Teacher Salary	\$89,648	\$89,464
Average Principal Salary (HS)	\$128,656	\$128,348
Superintendent Salary	\$175,000	\$205,119
% of Budget for Teacher Salaries	33.0%	37.0%
% of Budget for Administrative Salaries	5.0%	5.0%



**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	34	35	36	38	40	42	49	52	54
Math	26	26	25	25	27	31	46	48	50
Science	27	39	37	35	40	44	50	54	57
History-Social Science	29	33	35	30	37	43	41	44	48

**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	36	25	37	35
Male	32	25	38	38
Female	40	25	37	32
Asian	65	61	66	67
Hispanic or Latino	30	18	32	29
Economically Disadvantaged	35	25	37	34
English Learners	3	12	8	8
Students with Disabilities	4	10	5	6
Students Receiving Migrant Education Services	39	18	47	35

**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/>.

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

Subject	School			District			State		
	09	10	11	09	10	11	09	10	11
ELA	37	41	44	45	48	56	52	54	59
Math	47	45	50	50	52	59	53	54	56

**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.

**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	56	23	21	50	30	20
Male	60	20	19	48	31	20
Female	50	26	24	52	27	21
Asian	29	21	50	14	29	57
Hispanic or Latino	61	24	16	57	30	13
Economically Disadvantaged	56	23	21	51	29	20
English Learners	93	6	1	75	29	20
Students with Disabilities	98	2	0	96	4	0
Students Receiving Migrant Education Services	24	47	2	35	41	24

**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	13.2%	35.2%	33.8%

**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	3	3	4
Similar Schools	7	6	7

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	-3	34	2
Asian	-12	28	8
Hispanic or Latino	1	37	2
Economically Disadvantage	-3	38	0
English Learners	1	29	7
Students with Disabilities	n/a	n/a	32

**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/>.

**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	1,413	707	7,178	739	4,683,676	778
Black or African American	2	n/a	20	673	317,856	696
American Indian or Alaskan Native	0	n/a	3	n/a	33,774	733
Asian	224	872	1,451	874	398,869	898
Filipino	1	n/a	36	824	123,245	859
Hispanic or Latino	1,178	673	5,496	701	2,046,749	729
Native Hawaiian or Pacific Islander	2	n/a	8	n/a	26,953	764
White	5	n/a	153	759	1,258,831	845
Two or More Races	0	n/a	5	n/a	76,766	836
Socioeconomically Disadvantaged	1,357	703	6,369	739	2,731,843	726
English Learners	893	652	3,813	677	1,521,844	707
Students with Disabilities	129	426	596	478	521,815	595

n/a= not applicable less than ten students.

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

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate—ELA	Yes	No
Met Participation Rate—Mathematics	Yes	Yes
Met Percent Proficient—ELA	No	No
Met Percent Proficient—Mathematics	No	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 3	Year 3
Number of Schools Currently in PI		4
Percent of Schools Currently in PI		80%

**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 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
<b>Dropout Rate (1-Year)</b>	1.4	2.	2.9	2.4	2.9	3.8	4.9	5.7	4.6
<b>Graduation Rate</b>	88.1	88.0	92.5	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
<b>All Students</b>	83.9%	79.5%
<b>Black or African American</b>	100%	76.9%
<b>Asian</b>	97.3%	94.0%
<b>Hispanic or Latino</b>	80.5%	76.2%
<b>White</b>	100%	76.2%
<b>Two or More Races</b>	100%	92.3%
<b>Socioeconomically Disadvantaged</b>	84.0%	82.1%
<b>English Learners</b>	57.4%	55.9%
<b>Students with Disabilities</b>	71.4%	71.4%

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

Some El Monte students participate in certain CTE courses including:

- ◆ Desktop Publishing
- ◆ Commercial Art
- ◆ Family and Human Development
- ◆ Drafting Occupations
- ◆ Finance and Business
- ◆ Marketing
- ◆ Business Information Technology



**Career Technical Education Participation**

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

Measure	CTE Program Participation
<b>Number of Pupils</b>	1,409
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	14%
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	100%

**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
<b>2010-11 Students Enrolled in Courses Required for UC/CSU Admission</b>	81.2%
<b>2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	39.1%

**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
<b>English</b>	2	32.0%
<b>Fine and Performing Arts</b>	3	
<b>Mathematics</b>	3	
<b>Science</b>	1	
<b>Social Science</b>	3	
<b>All Courses</b>	12	

**Instructional Planning and Scheduling:**

**Professional Development**

The schoolwide professional development plan for the 2011-2012 school year involves built-in collaboration time on a bi-weekly basis. We have been working with the Center of Performance Assessment to focus on classroom instructional strategies, data analysis, common formative assessments and curriculum maps. Demographic, socioeconomic, student performance and achievement data are collected and analyzed by the staff to help meet the needs of the students. This information guides professional development, instruction strategies, and classroom instruction. EDAMS will soon become our main resource to analyze and disaggregate test/benchmark data by content standard, individual student in order to guide instruction. Both new and existing teachers attend training sessions and conferences designed to bring the most up to date instructional strategies into the classroom. Staff participates in UCLA walk-throughs to enhance student learning and teaching strategies.