



SCHOOL ACCOUNTABILITY REPORT CARD

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



SOUTH EL MONTE HIGH SCHOOL

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INDEX

Parent Involvement	2
Class Size	2
School Climate	2
School Facilities	3
Teachers	3
Instructional Materials	4
Curriculum	5-6
School Finance	7
Support Staff	8
Student Performance	8
Accountability	9
API Growth	10
School Completion	10
CTE	11

Introduction

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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.

Mission Statement

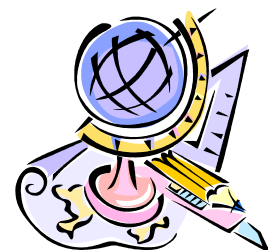
We believe in...

- ◆ Preparing all students for postsecondary education and the workforce through a rigorous standards-based curriculum and a rich variety of academic and career programs, all supported by technology.
- ◆ Guiding students toward challenging goals with support services that encompass academic, career, and social domains.
- ◆ Empowering students to thrive in an ever-changing world.

School Description

South El Monte High School, which opened in September 1992, is the newest comprehensive high school in the El Monte Union High School District. The school is located in the suburban industrial community of South El Monte, California, which services students from the cities of South El Monte and El Monte. South El Monte High School is located approximately ten miles northeast of Los Angeles in the San Gabriel Valley attending South El Monte High School are from low to middle socioeconomic class families with the median income of approximately \$35,000.

Approximately 27% of our 1,600 students have limited or no English proficiency. Of the 1,600 students enrolled, 25% list English as their Primary language. The school has 84% who are receiving Free/Reduced Price Lunches on the districts identification criteria, 80% of the 1,600 students qualify for Title I service. 27% of the 1,600 students (or 33% of students who qualify for Title I services) also qualify for Economic Impact Aid/Limited English Proficient (EIA-LEP) services.



Opportunities for Parent Involvement

Contact Person: Ed Zuniga

Maria-Elena Navarro

Phone Number: (626) 442-0218

Parent Support for the school is fostered through School Site Council, English Language Advisory Committee, Athletic Boosters, and the Seek-To-Achieve Scholarship Committee. Parent ESL classes are currently offered to any interested parent. Classes take place at SEMHS and are held on Mondays, Wednesdays, and Fridays. Parents also receive information about all school programs and services by way of mailers, telephone messaging, and email. Parents are encouraged to attend school-wide, grade level, and specialized program meetings, which are held throughout the school year. Currently, the Compensatory Education Office provides workshops and informative meetings for all parents. The Activities Office also hosts Senior Night for parents in preparation for senior activities and graduation. In addition, various Academy and Academic programs such as AVID, TADA, and PSA offer parent information meetings in order for parents to become familiar with the program. Parents with children enrolled in intervention and support programs are invited to attend meetings to learn about the goals of each program. All teachers have the opportunity to communicate with parents through Tele-Parent, School Loop, and by parent conference.

**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	422
Grade 10	422
Grade 11	372
Grade 12	347
Ungraded Secondary	2
Total Enrollment	1,565

**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	0.2%
American Indian or Alaska Native	0.1%
Asian	4.2%
Filipino	0.0%
Hispanic or Latino	94.4%
Native Hawaiian or Pacific Islander	0.1%
White	1.1%
Two or More Races	0.0%
Socioeconomically Disadvantaged	89.6%
English Learners	47.5%
Students with Disabilities	8.1%

School Climate:

School Safety Plan

SB187 Safety Plan

Date last updated:

6/2/2011

Date last reviewed with staff:

6/7/2011

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.

South El Monte High School's primary concern is the safety of the students and staff. Our school is in compliance with laws, rules and regulations pertaining to hazardous materials. Fire drills are conducted on a regularly scheduled basis along with two disaster/earthquake drills

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	26.2	31	29	25	31.0	8	12	32	27.7	19	23	29
Mathematics	29.4	10	22	20	30.0	3	18	21	28.9	9	16	22
Science	31.9	4	10	23	31.0	5	6	26	29.6	8	11	20
Social Science	32.4	7	6	21	31.0	3	12	17	30.3	5	15	15

* 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.

per year. A disaster preparedness plan is in place for earthquake and emergency evacuations.

Adult supervision of the campus before school, between classes, at lunch, after school and at all school activities contributes to the stable and safe school environment. Off campus permits for lunch are a privilege for credit current juniors and seniors and are only issued with parental permission.

Clearly defined standards of conduct are issued to both students and parents at the beginning of each school year. These standards ensure a safe and constructive educational environment. Students and staff have shown great pride in our school.

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	7.6%	9.3%	9.2%	11.1%	8.1%	7.5%
Expulsions	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%

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
With Full Credential	70	74	67	382
Without Full Credential	4	0	0	0
Teaching Outside Subject Area of Competence	0	0	5	

Teacher Misassignments and Vacant Teacher 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
Misassignments of Teachers of EL	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1

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

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
This School	82.45%	17.55%
All Schools in District	78.53%	21.47%
High-Poverty Schools in the District	78.53%	21.47%
Low-Poverty Schools in the District	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.

School Facilities:

School Facility Conditions and Improvements

South El Monte opened its doors on September 9, 1992. The beautiful campus consists of state of the art facilities. The school has 585 computers that are used for instructionally related purposes. There are 82 classrooms that have Internet access with at least one computer. All buildings and facilities meet handicap regulations. Elevators make all second floor facilities accessible to all disabled students. Athletic facilities include locker rooms and team rooms. The buildings are in compliance with state earthquake standards. The hard work of our maintenance and custodial staff has kept our facilities in excellent condition. We are in the planning stages of building a field house, snack bars and restrooms for the stadium.

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.

School Facility Good Repair Status (2011-12)

This table displays the results of completed school site inspection on January 3, 2012 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.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical /HVAC, Sewer		X			Staff Dining-blades missing on HVAC supply; HVAC at phone room needs service; C151-HVAC missing grill; C155-clean HVAC diffusers
Interior: Interior Surfaces		X			D182, 180, D187, D184, E209, E193, E200, E190, E193-replace carpet, D182, E209, E208, E198-replace wall board; men's & women's RR-repaint ceiling; print shop, D184, E202, E200, E207, E206, E190, E195, J233, cafetorium, health office, gym, C155, C168, C162-ceiling tile repairs; print shop, cafetorium-paint; E203, kitchen, cafetorium, admin. Office, gym-replace/repair flooring; E191, E192, E191-repair molding; cafetorium, C166-patch holes in walls; library, C166-replace carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			D174 D185, D186, print shop, E209, E207, E206, E205, J232, K250, K252, choir, breezeways, C150, C151, boy's RR. C155, C165, C167, C168, H220, H214, H212, H213, H211, 210, custodian closet, C160, C161, C163, C164, D170, D172-needs cleaning
Electrical: Electrical		X			D173-wire mold, K251-thermostat hanging; staff patio-outside receptacle needs cover; custodian closet, boy's RR-lights out; H211-replace switch;D172-fan out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			D175, D172-bad faucets; gym-DF stuck; girl's RR-one faucet not working, wall mount trash not working; boy's RR -sinks missing screws/covers on faucet holes; girl's RR sinks need repair, screens covers for faucet major holes
Safety: Fire Safety Hazardous Materials		X			D181-smoke detector covered; H220-remove paper and bulbs from lights-fire hazard; C162-alm sound panel in need of repair
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			Electrical Room-needs vents in doors
Overall Rating		X			

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.

Instructional Planning and Scheduling:

Professional Development

Staff development has been funded out of Program Improvement funds, Title I, Title II, and EIA-LEP. The school-wide action plan from Focus on Learning, the Local Improvement plan, the school Accountability plan, and the Single Plan for Student Achievement are the driving documents behind the activities that are scheduled on instructional and assessment strategies. In addition, core areas subject specialists meet regularly with representatives from other high schools in the district and district personnel to plan the curriculum.

Curriculum and Instruction:

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.

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
English/Language Arts	California Literature	2011	Yes	0%
	Literature and Language Arts	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2009	Yes	0%
Mathematics	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%
Science	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%	
Social Science	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%
Foreign Language	Spanish 1 P			
	Voices y Vistas	2006	Yes	0%
	Ven Conmigo I	2000	Yes	0%
	Paso a Paso I	1999	Yes	0%
	Avancemos! I	2008	Yes	0%
	Spanish 1X P			
	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%	

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
Foreign Language	Spanish 2 P			
	Pasos y Puentes	2006	Yes	0%
	Ven Conmigo 2	2000	Yes	0%
	Paso a Paso 2	1999	Yes	0%
	Avancemos! 2	2008	Yes	0%
	Spanish 2X P			
	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%
	Spanish 3 P			
	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%
	Spanish 4 AP P			
	Abriendo Puertas, Tomo II	2006	Yes	0%
	French 1 P			
	Discovering French, Bleu	1997	Yes	0%
	Allez Viens I	2000	Yes	0%
French 3 P				
Discovering French, Blanc	1997	Yes	0%	
Allez Viens 3	2000	Yes	0%	
Discovering French, Rouge	1997	Yes	0%	
French 4 P				
Discovering French, Rouge	1997	Yes	0%	
Chinese 1 P & 2 P & 3 P				
Chinese Made Easy, Volume I, 2, & 3	2007	Yes	0%	
Chinese Language & Culture AP P				
Chinese Made Easy L1P1	2007	Yes	0%	
English Language & Development	Edge Fundamentals	2011	Yes	0%
	Edge, Level A & B	2011	Yes	0%
Health	Health	2007	Yes	0%

Instructional Materials

In addition, the school uses the latest technology and software as tools to enhance instruction and learning. In the media center, the staff has access to a resource collection of books, science kits, filmstrips, DVDs, and CDs. Currently, the school library has 18,481 volumes with a ratio of 12.88 books to pupil. The library subscribes to 50 magazine titles, 2 newspapers, Internet connection, a full text CD-ROM and also uses the Grolier Encyclopedia Americana as the magazine index. The school has over 674 computers, over 50 printers, 56 overhead projectors, 2 slide projectors, 36 televisions with carts, 18 DVD players, 7 TV/VCR combo's with carts, and various other AV equipment. There are six computer laboratories with an average of 25 computers in each lab. In addition, there are four mobile computer laboratories with an average of 20 computers. Teachers supplement instruction with videos, CD ROM's, the Internet, Powerpoint presentations, and guest speakers.



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	\$7,542	\$1,629	\$5,913	\$68,615
District			\$5,366	\$68,615
Percent Difference-School Site and District			10%	0.0%
State			\$5,455	\$70,570
Percent Difference-School Site and State			8%	(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.

**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%

Other Funding (Fiscal Year 2010-11)

To help ensure a quality education for all students, state and federal funding is provided to South El Monte 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	1,419	\$325,659
Title II Part A	1,687	\$86,009
Title III	465	\$47,549
School Safety and Violence Prevention	1,574	\$27,342
EIA-LEP—State Program for EL	465	\$231,462
Gifted and Talented Education GATE	98	\$6,781
Instructional Materials	1,547	\$90,640
Total		\$815,442



Support Staff:

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	313
Library Media Teacher	1.0	
Library Media Services (paraprofessional)	1.0	
Psychologist	1.0	
Nurse	0.28	
Teacher on Assignment & Bilingual Resource Teacher	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.

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	35	36	42	38	40	42	49	52	54
Math	22	27	34	25	27	31	46	48	50
Science	31	40	44	35	40	44	50	54	57
History-Social Science	23	23	31	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	42	34	44	31
Male	38	32	47	35
Female	45	35	42	27
Asian	62	59	93	64
Hispanic or Latino	41	33	42	29
White	50	0	0	0
Socioeconomically Disadvantaged	41	33	45	31
English Learners	8	16	14	6
Students with Disabilities	21	22	15	8

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	42	47	59	45	48	56	52	54	59
Math	46	49	67	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	41	31	28	33	40	27
Male	45	30	25	39	34	27
Female	37	31	32	27	45	28
Asian	13	27	60	13	20	67
Hispanic or Latino	43	31	27	33	40	26
Socioeconomically Disadvantaged	42	30	28	34	38	28
English Learners	82	17	1	57	31	12
Students with Disabilities	87	0	13	68	23	9

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	28.2%	22.2%	33.2%

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	4	5	7

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

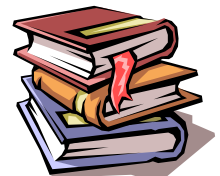
Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	6	39	41
Hispanic or Latino	9	39	41
Economically Disadvantage	4	39	44
English Learners	9	47	37

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	2007-2009	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)

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	1,160	743	7,178	739	4,683,676	778
Black or African American	1	n/a	20	673	317,856	696
American Indian or Alaskan Native	0	n/a	3	n/a	33,774	733
Asian	52	860	1,451	874	398,869	898
Filipino	0	n/a	36	824	123,245	859
Hispanic or Latino	1,091	737	5,496	701	2,046,749	729
Native Hawaiian or Pacific Islander	2	n/a	8	n/a	26,953	764
White	11	823	153	759	1,258,831	845
Two or More Races	0	n/a	5	n/a	76,766	836
Socioeconomically Disadvantaged	1,039	740	6,369	739	2,731,843	726
English Learners	643	688	3,813	677	1,521,844	707
Students with Disabilities	100	502	596	478	521,815	595

**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)	2.0	2.4	3.7	2.4	2.9	3.8	4.9	5.7	4.6
Graduation Rate	89.3	87.1	90.6	87.0	85.5	88.2	80.2	78.6	80.4

Career Technical Education Programs (2010-11)

Some South El Monte students participate in certain CTE courses including:

- ◆ Family and Consumer-Science Tech Core
- ◆ Child Development
- ◆ Experience in Teaching as a Career
- ◆ Architectural Design
- ◆ Industrial Technology Core
- ◆ Introduction to Production Technology
- ◆ Introduction to Engineering Design
- ◆ Accounting
- ◆ Business Technology Core
- ◆ Business Information Technology
- ◆ Entrepreneurship
- ◆ International Business

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	1,220
Percent of pupils completing a CTE program and earning a high school diploma	15%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	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
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	80.9%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	42.6%

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	87.9%	79.5%
Black or African American	100%	76.9%
Asian	85.7%	94.0%
Hispanic or Latino	88.0%	76.2%
White	100%	76.2%
Socioeconomically Disadvantaged	87.6%	82.1%
English Learners	69.1%	55.9%
Students with Disabilities	73.0%	71.4%

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	2	
Mathematics	1	
Science	2	
Social Science	3	
All Courses	10	

