

**FERNANDO R. LEDESMA HIGH SCHOOL
SELF-STUDY REPORT
EL MONTE UNION HIGH SCHOOL DISTRICT**



**12347 RAMONA BLVD.,
EL MONTE, CA 91732
MARCH 16, 2025 - MARCH 19, 2025**

**ASC WASC/CDE FOCUS ON LEARNING
CONTINUOUS IMPROVEMENT GUIDE
2022 EDITION**

SELF-STUDY REPORT
FERNANDO R. LEDESMA HIGH SCHOOL
EL MONTE UNION HIGH SCHOOL DISTRICT

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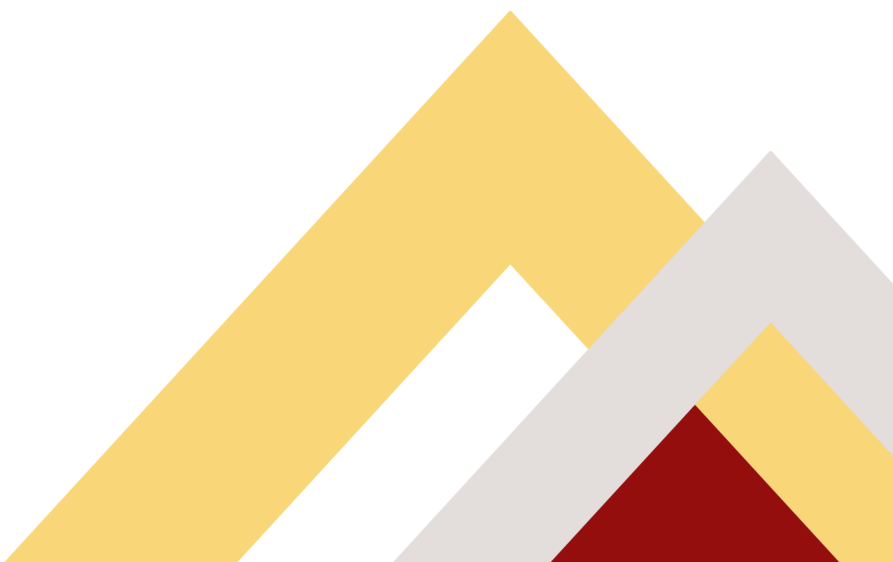
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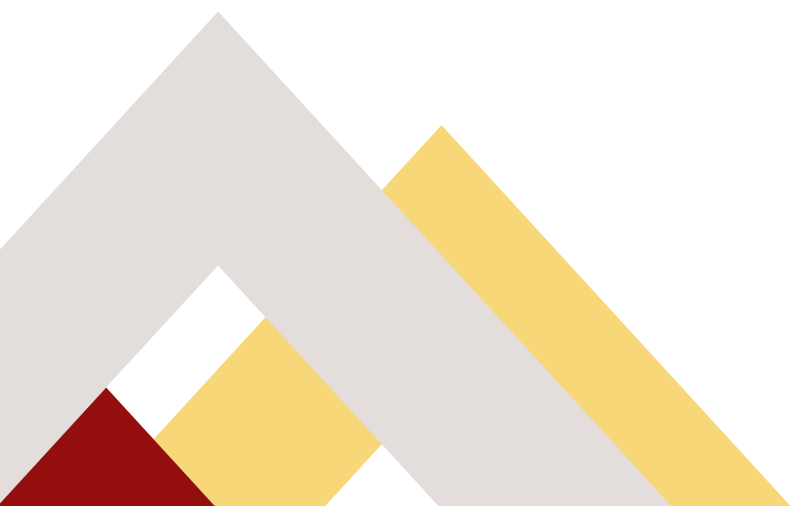
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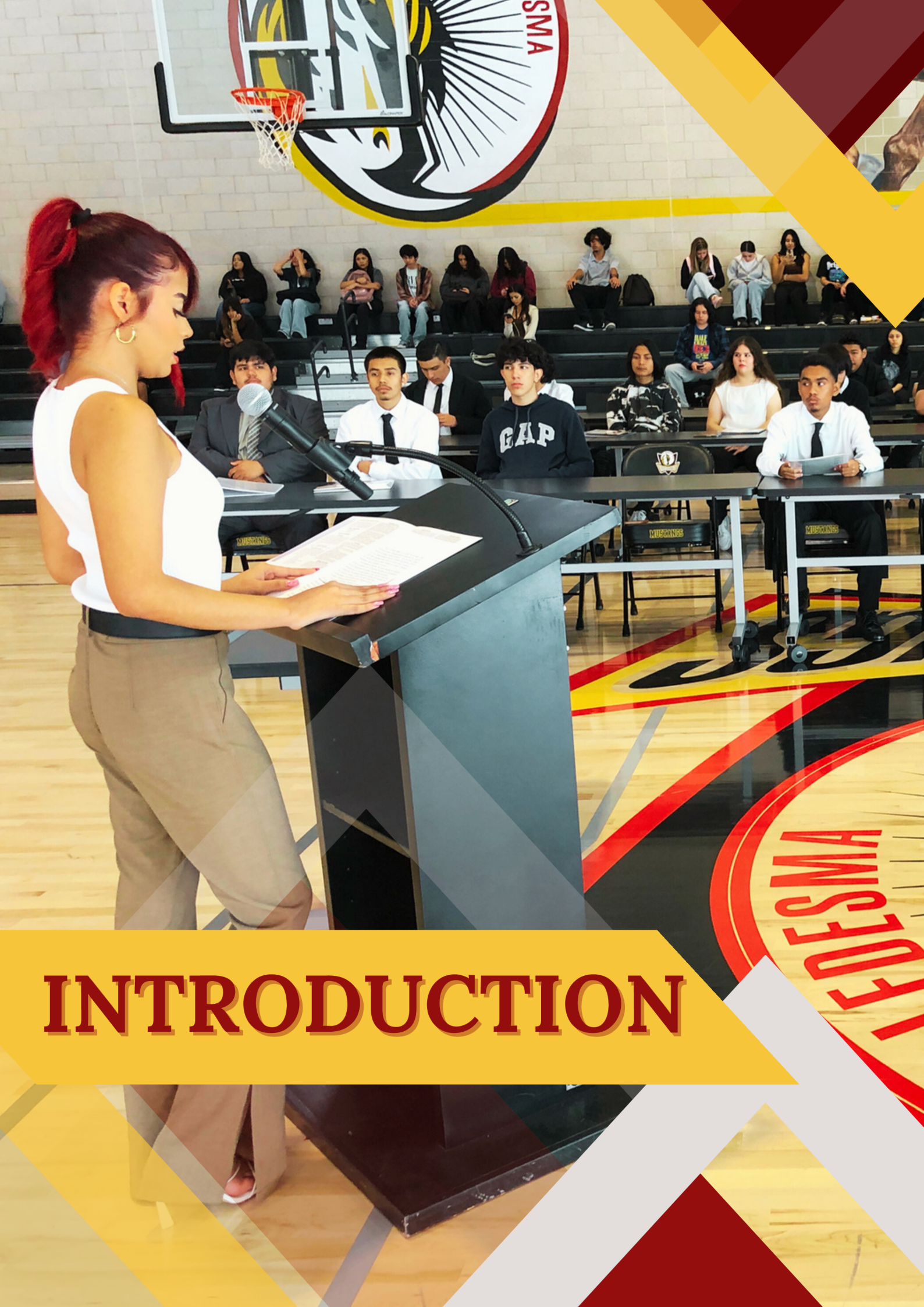
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A large group of approximately 25 people are posing for a group photo on a paved area in front of a school building. The group is diverse in age and costume. On the far left, a person wears a white Los Angeles Dodgers baseball jersey. Next to them is a person in a black hooded robe. In the center-left, a woman is dressed in a traditional Mexican folk costume with a blue shawl and a floral headpiece. In the center, a young woman sits in a wheelchair, wearing a pink shawl over a white dress. To her right, a man in a white suit and a wide-brimmed hat stands. Further right, several people are dressed in black robes, some with white face paint or masks. On the far right, a person wears a red and white costume. The background features a school building with two banners. The left banner is yellow with black text that reads 'FERNANDO R. DEESMA MODEL SCHOOL'. The right banner is yellow with red and black text that reads 'FRLHS COLLEGE & CAREER'. A small sign above the entrance between the banners reads 'WILDFIRE'. In the foreground, there is a planter box filled with bright yellow marigold flowers. The sky is clear and blue.

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INTRODUCTION

Introduction

Fernando R. Ledesma High School, located in a culturally diverse community twelve miles Northeast of Los Angeles in the San Gabriel Valley, is the continuation high school of the El Monte Union High School District. It serves 11th and 12th grade students from low to middle socioeconomic class families. FRLHS offers several alternative education programs on site at the eastern extremity of El Monte. It serves students who have transferred from one of the five comprehensive high schools in the district. These students come from the cities of El Monte, South El Monte, Rosemead, and portions of San Gabriel, Arcadia, and Temple City. The school continually enrolls students throughout the school year, maintaining an open door policy. One hundred percent of our students are designated “at-promise” for one or more of the following reasons:

- | | |
|--------------------|------------------------|
| * teen parent | * expulsion |
| * probation | * credit deficient |
| * suspension | * drug problems |
| * gang affiliation | * transient home life |
| * truancy | * mental health issues |

The school’s permanent structure is one of the newer campuses of the EMUHSD and was constructed in 2003, followed by the addition of a two-story Multi-purpose Room/Gym Facility in December of 2022. The state awarded model continuation high school serves as a welcoming entrance at the eastern end of the community, providing a symbol of inspiration and possibilities for the youth the school serves.

Programs Offered:

All students enrolled at FRLHS have access to a minimum of a three-period daily schedule. Students, parents and the counselors meet during the registration period to create an optimal plan for the student’s needs. Those who have good attendance and progress in their courses earn the privilege of attending more than three periods a day. The regular day program has a maximum of six periods. Students who need flexible scheduling options may be referred to Independent Study. The I.S. in-person classroom for the EMUHSD is located on the FRLHS campus. Students who are struggling with attendance and academics are often referred to the school’s 3:45-7:45 program. Students are able to attend classes four days a week from the hours of 3:45pm-7:45pm. Students also have access to credit recovery using the Online Personalized Learning (Part-time OPL) format and Vocational Education classes after school hours to earn additional credits. This has enabled students to take additional elective courses and make-up classes they have previously failed. OPL course offerings have expanded the elective classes FRLHS students can take. In the Spring of 2021, dual enrollment courses began being offered through Rio Hondo Community College online and on-site. This enabled students to get an introduction into college courses without having to worry about the transportation to the community college. Since we have a partnership with Rio Hondo that guarantees enrollment and free tuition for two years, this is a perfect opportunity for students to ease into college life. The school currently offers two courses a semester where students may earn 10 elective high school credits along with college credits. During the past three years, students were able to enroll in Yearbook Production, Commercial Art, Accounting I, Art I, Art II, Art Appreciation, Personal Finance, Business Information Technology, Introduction to Business and Finance, Physical Science, Math with Life Applications, and Algebra/Geometry Concepts. Additional elective offerings are available through Vocational Education and by enrolling in local community college

courses. Free summer school classes have been offered on-site for over twenty years to assist students with credit deficiency. All of these program options give the students a wide variety of opportunities to complete their educational goals.

Schoolwide Strategies that Promote Diversity, Equity and Inclusion:

FRLHS is a school that provides students who have not been successful at the traditional high school with the opportunity to chart a new course for themselves academically, socially, and emotionally. Support systems are in place to promote diversity, equity, and inclusion. A major component of the FRLHS action plan has been to help support the social/emotional health of the students. A Wellness Center was opened in the Spring of 2022, offering students a safe space to get the emotional support they need. The Wellness Center provides one-on-one support, a quiet space for recharging, group support sessions, and workshops for teens targeting issues they deal with on a regular basis. Weekly SEL lessons began being offered schoolwide in the 2020-2021 school year. These lessons give students the opportunity to discuss a wide variety of topics including: meditation/breathing techniques, asking for help, time management/organization, growing as a person, and the potential to change.

All students have access to all of the courses offered on the master schedule and students who receive special education services are enrolled in the regular day courses. They are provided with additional support services as designated by their IEP. A majority of the students are enrolled in a study skills course to help them develop the skills they need in all of their core courses. The special education instructor and paraeducator support the regular education teachers by doing pull-out one-on-one and small

How were the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process

The schoolwide action plan is the driving force behind all school decisions. The action plan is used to plan staff development time, leadership meetings, and the school budget. The action plan and schoolwide learner outcomes are reviewed at the beginning of the school year to refocus and plan for the upcoming year. This is usually done at the first staff development meeting. In addition, the action plan is reviewed several times throughout the school year by the Leadership Team. This is to ensure that progress is being made in the school's areas of improvement. Reviewing the plan ensures that adequate staff development time is allotted for the various components of the action plan. It also ensures that funding is being allocated properly. The principal shares the action plan and updated data with the governing board and superintendents at their annual retreat.

The progress report data is updated on an annual basis as the new data is collected. The data collected is shared with all stakeholders in various manners. These ways include: Back-to-School Night, Parent Advisory Meetings, Leadership Meetings, Monthly Staff Meetings, School Site Council Meetings, Board Retreats, EMUHSD Board Meetings, Staff Development Meetings, The School Accountability Report Card, and The Single Plan for Student Achievement.

In order to prepare the progress report, all stakeholders read and edited the learner outcomes, the significant developments and the school/community profile during staff development time in October of the 2023-2024 school year.. The staff had the opportunity to look at the results from the student survey, Panorama Surveys, YouthTruth Surveys, and LCAP along with the school/community profile data to

modify the action plan. Over 200 students, approximately 74% of the students were surveyed in June/July of 2024 on the learner outcomes. In addition, 91% of the students completed the YouthTruth Survey in February of 2024. This survey is given annually in our district. All of these opportunities allow for stakeholders to have a voice in the direction and programs the school offers.



CHAPTER 1: PROGRESS REPORT

Chapter I: Progress Report

Significant Developments:

Since the previous accreditation visit in October of 2018, the school has had some significant developments. These developments include:

- Construction of a new multi-purpose building/gymnasium
- Addition of a Wellness Center on site for students and staff
- Upgraded technology
- Social-Emotional Learning Curriculum (SEL) embedded in all courses
- Dual Enrollment for courses on EMUHSD sites
- Greater Community Engagement with FRLHS
- Improved Communication - District and Parent Square
- Metro-GoPass for Students

Construction of a new multi-purpose building/gymnasium

Construction of a new multi-purpose building began in the Fall of 2019 and was completed in January of 2023. The new 14,000 square foot facility provides the students with a state of the art weight room, instructional classroom, and gymnasium space with basketball and volleyball courts. For the first time in the school's history, there is a space that allows for assembly type gatherings, school-wide testing, activities, school blood drives, and various other community events. The entire EMUHSD is excited to be able to share this space with the students and parents the community serves. It has already hosted the ASB Leadership Conference of all students of the EMUHSD in April of 2023, and Launch - the EMUHSD teacher training program in August of 2023. The gym hosts an after school youth wrestling program targeting all ages of the community. During the 2023-2024 school year, the gymnasium was used by the local comprehensive high schools basketball and volleyball teams since their gyms were undergoing modernization.

Addition of Wellness Room on site for students and staff

With the completion of the multi-purpose room, a classroom became available to offer more services to the students. A Wellness Center was added to the campus to provide mental health support to students during the school day. During the 2022-2023 school year, the new space offered seminars in teen dating and violence, art therapy, suicide awareness, LGBTQIA+, and mental health awareness. Students are able to meditate, seek counseling services, manage their stress, and sit in a quiet space to support their social emotional learning needs. Staff members are also encouraged to utilize the space.

Upgraded technology

The EMUHSD has always supported FRLHS in its quest to provide students and staff with the latest technology. These upgrades include:

- One-to-One chromebooks for all students
- Upgraded to Vivitek Novotouch collaborative and interactive boards and projectors in majority of classrooms
- District licenses for various programs including: Kami, Ed puzzle, Nearpod, Quizziz, Kahoot!, Loom, Jamboard, and Flocabulary to support learning in a variety of methods.
- Polystudio cameras in every classroom.

- Hot spots and Mifi for students to access the internet at home

Social-Emotional Learning Curriculum (SEL) embedded in all courses

To address the social-emotional needs of the students, staff was trained in mental health awareness during the Fall of 2020. Instructors used the Nearpod platform to deliver weekly SEL to students during distance learning. In the Spring of 2022, the Wellness Center became the primary venue for counselors and outside agencies to offer workshops and strategies for coping for the total well-being of students, and SEL will continue to be a part of the classroom curriculum. Some of the topics covered in 2023-2024 included: emotional regulation, sense of belonging, Socratic growth mindset, GRIT, the Importance of Sleep, Asking for Help, Helpful Habits, and Evaluating Relationships. 2024-2025 topics have included: The five love languages, procrastination, managing anxiety, and finding solutions.

Dual Enrollment for courses on EMUHSD sites

Although the EMUHSD had allowed students to earn high school credits towards graduation by attending courses at local community colleges, for the first time in the Spring of 2021, FRLHS students were given the opportunity to take classes from Rio Hondo Community College via distance learning. Twenty seniors were able to take Counseling 101 and eighteen earned a passing grade. This course was offered again in the Fall of 2021 via in-person learning on the FRLHS campus. This partnership has expanded the past three years and in the Fall of 2023, three courses were offered to students after school each semester. Providing students with an introduction to college classes had a positive impact on students feeling comfortable to then transition to the local community colleges after graduation.

Greater Community Engagement

FRLHS is constantly working on opportunities to further engage the community in the educational lives of the students and the campus. The school continues its partnership with the world renowned cancer research hospital, the City of Hope, by providing students with the opportunity to give back to the community by hosting three blood drives a year. Seniors who complete the three donations are awarded a certificate and a red honor cord to wear at graduation. The facility has also provided field trip opportunities where students learn what happens to their blood once they donate. The Mock Trial is held in the gym each quarter providing the government students with the opportunity to showcase their legal knowledge in front of the students, staff and community. The male students were invited to participate in the Caballeros leadership seminar while female students were encouraged to participate in the annual Inspire/Wings leadership conference. Community liaisons and teachers took groups of students to the workshops that were hosted by local business and community leaders. Students were able to learn about finances, etiquette skills, interview techniques, and personal hygiene and fitness. Kaiser Permanente continues to partner with FRLHS to provide students with the opportunity to participate in a mentorship program. Students work at the local hospital where they learn about various careers in the medical field. Students who successfully complete the 10 week program are eligible to be chosen for a summer paid work program. This has resulted in many of the participants furthering their education in the medical field. Rio Hondo Community College representatives are on campus weekly to assist students with the college application process. The college and career counselor and support staff are also on campus weekly to assist students with the FAFSA and general college application questions. The school takes a leadership role in many of the district sponsored events for the city including: Trunk or Treat, the annual Posada, the Lunar New Year Celebration, and the Tamalada. With the awarding of the status of Model Continuation

High School in the April of 2023 through April of 2026, the school continues to have an open door policy for visits from other local educators wanting to gain insight into running a successful continuation high school program. In addition, with the construction of the Multi-purpose Room/Gymnasium, the school has been able to host various community/district events including: ASB Youth Leadership Conference for the EMUHSD and feeder districts, basketball training and games for the local comprehensive high schools, practice wrestling site for local nonprofit youth organization.

Improved Communication

The school continues to work on ways to improve communication with parents, students, guardians and community members. In the 2023-2024 school year, the district replaced Blackboard with ParentSquare. ParentSquare is a fully unified product that engages every family with school communications and communication-based services all the way from the district office to the classroom teacher, all in one place. Not only can teachers send mass emails to their students, parents, and guardians, individual emails and text messages can be sent as well. This two-way text communication allows for quick messages and response time between teachers/counselors and students and parents. The school can also send forms, post the school calendar, documents and surveys via this platform. School newsletters are shared a minimum of every other month to update parents/students on upcoming important events. [ParentSquare](#)

In addition, the school has improved communication by using Synergy (ParentVUE and StudentVUE) to update students and parents regarding: class progress, class schedule, calendar, course history, report cards, student information, state tests, grades, attendance, transcripts, and graduation status. Students and parents can email teachers and counselors via this platform as well. Parents complete annual online enrollment using SYNERGY.

Traditional Back to School Night and Open House continue to provide parents, students and community members with the opportunity to visit the school twice a year in person to meet teachers, counselors, and staff members. The school collaborates with various community organizations so that parents and guardians have the opportunity to connect with these groups at these times. These organizations include: Foothill Family, Hazel Health, LEARN/PREP, Metro GoPass, Rio Hondo Community College, EMUHSD College Counselor, Pacific Clinics, El Monte Rosemead Adult School, and Fulgent Genetics.

Other district measures have been implemented to improve communication. The EMUHSD has contracted with VMA to provide all stakeholders with email and video productions of important information that is occurring throughout the district. FRLHS has a community liaison who assists the counselors and parents in promoting positive attendance, parent workshops, and various other school events. The school hired a new community liaison in August of 2024 who is spearheading the social media content of FRLHS.

Metro GoPass for Students

In the 2022-2023 school year the EMUHSD partnered with the metro to provide free bus and metro train transportation for all students. Students scan a QR code, fill out a google form, and then they are assigned a TAP card from office personnel for free transportation for the school year. This is extremely beneficial for FRLHS students who come from all extremities of the community in order to get to school. Most

parents work and find it difficult to get their student to school, this alleviates the problem and helps promote positive attendance and cuts truancy problems to a minimum.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with the LCAP goals.

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FRLHS has a combined goals chart that is shared with all members of the leadership team and district personnel annually. This chart has the district LCAP goals, the SPSA goals and Action Plan WASC goals listed together in one simplified format. This is a reference tool that enables stakeholders to quickly access this information. [Combined Goals Chart 2024-25](#)

Action Plan Progress Update for 2021-22 WASC Action Plan

Area of Improvement: Academic Achievement

1.) Continue to implement strategies to increase the attendance rate (Links: C.L.N. 1, 2 & 3; LCAP Goal #3, #4, 5 L.O. F, R, L, H, & S)

In order to improve the attendance rate, FRLHS has implemented a variety of strategies:

- Teachers complete a second check of their attendance at the end of each period to make sure all students are accounted for.
- Teachers sign weekly attendance forms to verify attendance is correct.
- Teachers have incorporated an attendance component into their courses so students are held accountable for being in class. This further reinforces being a responsible and productive member of the community.
- Students earned school backpacks, beanies, water bottles, shirts, phone chargers, pens, and t-shirts for their efforts. These motivation rewards helped students continue to attend school regularly and thus give them a better chance to pass their courses.
- Morning and nightly phone calls to parents are made using the automated SYNERGY system when their child misses one or more periods in the school day. ParentSquare text messaging feature can also be used to instantly message parents. Email and individual phone calls are also

used to improve attendance. In addition, the community liaison works with the counselors regarding students with chronic absenteeism to discuss the issue with parents and the teen. Teachers can also communicate instantly with students using google chat to discuss attendance issues.

- Parent workshops/Coffee with the Principal were held twice a semester. During these meetings one area of focus was the importance of regular attendance for achieving success in the classroom and for achieving long term goals of graduation and college. FRLHS parents have been invited to attend any of the comprehensive high school parent workshops as well.
- Emails to parents are sent out by the district promoting the importance of attendance in being successful in class. Banners promoting attendance adorn school buildings.

2.) Implement strategies to increase the credit completion rate. (Links: C.L.N. 1, 2, & 3; LCAP Goals #1, #2, #3, #4, & #5; L. O. F, R, L, H, & S)

FRLHS realizes that most of the students on campus are severely behind in credits. Many strategies have been implemented to address credit completion rates. Upon enrollment, the counselor, parent and students sit down and develop a plan in order to help each individual meet their academic goals. Students are given three classes and have the opportunity to enroll in six classes the next quarter upon demonstration of success in passing all classes the first quarter they are on campus. In addition, students have been able to enroll in online credit recovery courses, dual enrollment college courses through Rio Hondo that are on-site or virtual to assist in earning additional credits. Students always have the opportunity to attend local community colleges as well to take advantage of their course offering and earn high school credits for the classes.

Instructors implement a variety of instructional strategies to engage students and keep them motivated to learn and attend school regularly. Projects, technology, audio support, video support, guest speakers, group work, labs, and high interest reading materials are just a few of the strategies used to meet the needs of the students. Students are given multiple opportunities to redo assignments or lessons on which they struggled. Paraeducators are assigned to most of the classes and assist instructors in providing one-on-one and small group support within the classroom. Tutoring through LEARN/PREP is offered on site four days a week and was also offered during distance learning. Students can get help after school in any subject area. Teachers are also available before school and during lunch on individual request to assist students with completing their assignments and help clarify subject matter questions.

In order to improve the credit completion rate, students need to have support not just from their instructors, but also from their parents. Parents have the opportunity to attend workshops in the district that focus on how to help their children be better students. Parents learned how to check student progress in their courses, set up a homework space in their homes, important websites for academic support, and various other ways to help their child succeed in the classroom.

A variety of instructional strategies including: group work, mock trials, Nearpod lessons, Quizizz, Kahoots, group reading, peer editing, video support for stories, Kami, real-life application

problems, and high interest reading materials help to keep students motivated and continue on the path to success.

Motivational awards are used to encourage student success. Students are presented with school t-shirts, sweatshirts, hats, water bottles, backpacks, phone chargers, and speakers for demonstrating success in passing their courses. Every month a different teacher selects the Student of the Month Award and names are displayed on the school marquee. The Senior Luncheon provides another opportunity to recognize outstanding achievement for those who have been successful in reaching their graduation goals. Students can be awarded monetary scholarships and honor cords for their outstanding achievements while in school.

Parents and students are continuously made aware of the progress students are making in their courses via ParentVUE and StudentVUE on the Synergy system. Since students have access to their grades and credit progress on their phones and computers, they are always aware of their credit history, attendance and progress towards meeting their graduation goal.

3.) Implement strategies for improving the graduation rate. (Links: C.L.N 1, 2, & 3; LCAP Goals #1, #2, #3, #4, & #5; L. O. F, R, L, H, & S)

The graduation rate as reported on the California School Dashboard for FRLHS was 52% in 2018, 37% in 2019, and 29% in 2020. There is no data for 2021 due to Covid19 and the only data listed for 2022 is that the graduation rate is very low. For 2023 the graduation rate was 37% and in the very low category. These numbers do not take into account the number of students sent back to the comprehensive high schools in the summer and in December to complete their graduation requirements. [Total Graduates](#) The school has demonstrated great success in helping students achieve their goal of graduating at the comprehensive high schools.

Counselors continue to closely monitor potential graduates. They update their schedules and credit histories a minimum of 4 times per year. This ensures that students are on track and taking advantage of all opportunities to earn credits. FRLHS operates on the quarter system where students are enrolled in a minimum of three courses. Students may have a full day schedule, be taking an online course, and be enrolled in the dual enrollment Rio Hondo College Program to make sure they are doing everything they can to complete as many credits as possible.

ParentVue and StudentVue are available through SYNERGY to track progress in classes as well as course completion history to see how they are progressing towards their graduation goal. Phone calls, ParentSquare, and informal meetings provide teachers and counselors with the opportunity to update students and parents on progress towards graduation.

Clear expectations for passing courses are discussed at the beginning of each quarter. Teachers use SYNERGY linked with Google Classroom so that students are aware of what assignments need to be completed for each class. Smaller classroom sizes and paraeducators allow for more one-on-one attention to help students be successful in their courses. After school tutoring is also available through the LEARN/PREP Program. All of these combined assist students in passing courses

4.) Implement Strategies for improving the CAASPP and other standardized testing results.
(Links: C.L.N #1, 2, & 3; LCAP Goal #1, #2, #3, #5; L.O. F, R, L, H)

CAASPP and other standardized testing data listed in this report do not accurately reflect the positive achievements of the students at FRLHS. Students typically do not have “buy in” to the test because the test does not impact their grades or graduation. Most students are testing on material that they have not covered or mastered yet since they are behind in credits. In order to help students improve their scores on these tests, FRLHS teachers and the school have:

- Implemented CAASPP type questions in Integrated Math and English courses as evidenced in the sample worksheets, sample tests, essay prompts, discussions with teachers, and discussions with students.
- Created DBQ analysis questions in the Social Science Department where students must support claims using evidence in a well developed argument as evidenced in sample assignments, essays, discussions with teachers, and discussions with students.
- Implemented mathematics project questions similar to performance task CAASPP questions have been implemented in select integrated mathematics courses as evidenced by sample assignments, discussions with teachers, and discussions with students.
- Offered tutoring after school in all subject areas to assist students struggling with any particular
- Partnered with the EMUHSD Math TOSA to implement NWEA math which includes: additional standardized testing, a remediation program through IXL based on test results, and tutoring available through their Google account around the clock. Future plans include the addition of more math courses to support students who: are struggling with basic math concepts and for students who plan on attending college to prepare them for college math courses.
- Working on scheduling a math course for every junior who needs one by the second quarter after they enter the school.

Area of Improvement: Addressing the students’ social and emotional needs

1.) FRLHS will offer evidenced-based resources in a new Wellness Center to address a wide variety of student and community needs and promote mental health and wellness, resiliency, and the de-stigmatization of addressing mental health needs.
(Links: C.L.N. 1 & 3; LCAP Goal #5; L. O. F, R, H & S)

The Wellness Center at FRLHS opened in 2022. There is a Wellness Coordinator along with a Wellness Clerk both of whom are on campus five days a week during school hours to assist students with their social-emotional needs. The Wellness Center is a calm, relaxing space that offers students the opportunity to take a time-out from the emotions they are trying to process that can be overwhelming at times. The room is set up in various stations with different types of comfortable seating and soothing colors, music, and decor. Students can use: daily mindful reflections, daily gratitude journals, coloring books, mini zen gardens, sensory fidgets, yoga mats, books, etc. to help address the feelings they are dealing with on a particular day. The Wellness Coordinator is licensed as a marriage and family therapist and offers support to the students during these times. In addition, she can refer students to additional outside agencies to help support their mental health. The Wellness Center also spearheads campaigns and initiatives along with wellness events including: Anti-bullying Workshop, LGBTQI+ Campaign, Mental Health Campaign, Teen Dating Violence Awareness Workshop, Suicide Prevention Workshop, Anger

Management Workshop, Resource Fair, Healthy Decision Making Workshop, and Substance Abuse Workshop. The Wellness Center has become a safe-space for students to drop in to get the support and find the resources they may need.

2.) FRLHS will continue to focus on addressing the social-emotional needs of the students.

(Links: C.L.N. 1 & 3; LCAP Goal #5; L.O. F, R, H & S)

The school began addressing the social-emotional needs of the student that came to light during the pandemic in 2020-2021. During this time, the EMUHSD offered virtual wellness events to help students struggling with distance learning problems, feelings of isolation, anxiety, etc. that they were challenged with at this time. A counselor and two teachers took the lead on spearheading finding lessons to help students with their social-emotional growth. Teachers were trained on the Nearpod platform that was used to deliver weekly lessons to all students. Once students returned to in-person learning, the school continued to provide weekly SEL lessons. Teachers have also been provided with staff development on suicide during staff meeting time. Classified staff members have had the opportunity to attend SEL training as part of the EMUHSD training time. The Guidance Department was provided with additional suicide training/wellness intervention along with anxiety training as well where they learned the butterfly method and other grounding techniques to help combat anxiety. This training is held twice a year. In addition the LEARN/PREP after school program provides positive ways for students to interact socially with one another through various clubs. These activities have included: Lego Club, Fitness Club, Arts/Crafts Club, Gaming Club, DJ Club, field trips, and board games.

3.) Post-secondary planning (Links: C.L.N 1, 2, & 3; LCAP Goal #1, #2, #3, #4, #5; L. O. F, R, L, H, & S)

Preparing students for their post-secondary college and career options is directly linked to the mission of the EMUHSD. In order to address this need, the school has done the following:

- A College and Career Coordinator, A Career Guidance Technician along with the Rio Hondo Community College Representative are on campus one day a week to meet with students. Students are able to have one-on-one appointments with them. These staff members help students with assessment, enrollment, financial aid, and other community college questions and concerns.
- The EMUHSD provides students and parents with the opportunity to attend college night every year. Local college representatives, financial aid representatives, military personnel, trade school staff are present in one location to assist families with the beginning planning process for post-secondary options.
- FRLHS provides students and parents with the opportunity to participate in a financial aid workshop every school year. Experts are on the FRLHS campus to assist parents and students with the FAFSA documentation. Students are also entered into a drawing to win money towards college expenses. Additional planning workshops entitled “Seniors, What’s Next” and “Life After High School” were added in the 2023-24 school year and continued in the 2024-25 school year.

- The EMUHSD has a partnership with Rio Hondo Community College for free tuition for two years and guaranteed transfer placement in local Cal State and University of California colleges for FRLHS students.
- Courses are aligned to the standards and provide students with rigorous and challenging assignments similar to those they will be seeing in college courses. Select courses meet the A-G requirements.
- FRLHS has a dual enrollment partnership with Rio Hondo Community College. Students are able to take college courses taught by college professors on the FRLHS site. This provides students with a smooth transition to Rio Hondo once graduation occurs. They already have experience with collegiate level courses and gain confidence that they have the skills necessary to be successful as they further their educational goals.
- Teachers have incorporated a wide variety of technology into their courses to prepare students for what they will encounter in their college courses. Google classroom is used along with applications including: kami, loom, nearpod, edpuzzle, jamboard, google slides, google sheets, google documents, photoshop illustrator, procreate, desmos, and blackboard
- Students are given the opportunity to attend field trips to local colleges as well as having guest speakers from various backgrounds to learn about their post-secondary options.
- Teachers have incorporated projects where students research careers in particular fields of study and present to the class. Through the mock-trial simulations, students take on the role of prosecuting attorney, defense attorney, bailiff, and expert witnesses in various fields. This activity requires them to research the profession and know what these careers entail. Small business projects in the business department require students to take on the role of accountant for a fictitious business. This requires them to know what is expected of this career in real life.



CHAPTER 2:

SCHOOL PROFILE AND SUPPORTING DATA AND FINDINGS

Chapter 2: School Profile and Supporting Data and Findings

Demographic Data:

Parent Education Level

The California Universal Meals (UMP) (EC Sec 49501.5) requires all public school districts grades TK-12 to provide two meals free of charge regardless of income. 100% of the students qualify for free and reduced lunch and receive these meals at FRLHS.

Student Enrollment

Student Ethnicity

Predominant Primary Language

Special Needs

Currently, there are nineteen students enrolled in RSP, but this number fluctuates as students enroll and exit this campus. The instructor has a maximum caseload of twenty-eight students. The RSP teacher is assigned to the FRLHS campus and CDS, and in 2017 completed an autism authorization to add to her credential, expanding her knowledge and ability to assist a greater number of students.

Language Proficiency

Title I Enrollment

ELPAC Data

FRLHS School Accountability Report Card

Current Data Trends Based on Demographic Data:

- Over the past three years the parent education level has remained consistent with 60% of the parents having graduated high school, graduated college, or attended graduate school while 40% indicated that they were not a high school graduate.
- Over the past three years, males consistently make up an average of 60% of the population.
- The 2021-22 school year saw a significant increase in the number of 12th graders versus 11th graders. This was due to the EMUHSD changing board policy and decreasing the number of credits to graduate from 220 to 130 for all seniors. Students who were typically a junior based on total credits were designated a senior because of this decrease in total credits required.
- The students ethnicity has remained consistent at approximately 97% Hispanic and 2% Asian over the past three years.
- Over the past six years the predominant primary language has been approximately 68% Spanish and 30% English.
- Title I students continue to remain a significant portion of the school enrollment totals.
- The school redesignates over 100 students during the school year as RFEP.
- ELPAC test results indicate that over the past four years, language acquisition has decreased significantly. The school has qualified for the LCFF equity multiplier funding that will allow the school to target this subgroup and make improvements in language acquisition via supplemental activities, support, electives, etc.

Analysis of Demographic Data:

FRLHS continues to serve a predominantly Hispanic population of at-risk students whose primary language is Spanish. A majority of the parents have not graduated from high school and thus, earning a high school diploma and furthering their education at a local community college is a significant goal for the student population the school serves. Since approximately one-third of the student population are EL students, sheltered instructional strategies are incorporated into lessons.

Assessment Results:

ELA CAASPP

Math CAASPP

Current Data Trends Based on CAASPP:

- ELA CAASPP indicates that more students are moving out of the not met category and into the nearly met and met categories of the test.
- Approximately 37% of the students continue to test in the not met category of the ELA CAASPP.
- Approximately 90% of the students continue to test in the not met category of the Math CAASPP.

Analysis of CAASPP Data

FRLHS students have shown improvement over the past three years on the ELA portion of the CAASPP and consistently do not perform well on the math portion of the CAASPP. Juniors who take the CAASPP at FRLHS have often been referred to the school a few months before the testing occurs, severely behind in credits and with poor attendance records. These students have not been on campus for very long and are expected to do well on an exam that has no significant meaning for them when they have been disengaged and dealing with a variety of situations that have hindered their educational progress. Math is best learned by doing every day and when students are expected to perform well on a subject that they may not have taken and passed for a couple of years, it is discouraging to see problems they have only recently been exposed to. A better measure of performance needs to be considered. The school began using a new math assessment program called NWEA in the 2023-2024 school year. The assessment results indicated that of the students who took the test at least twice during the school year, 87% are showing growth towards meeting and exceeding the standards according to the CAASPP. There are now resources available through student applications titled, Math IXL. If the student took the NWEA test, they can go to this program and practice the skills they need to improve the skills necessary for getting to the meet and exceed standards on the CAASPP. We are scheduled to pilot a math support course in the Spring of 2025 to help students improve their foundational skills and CAASPP test results. There is also an application students can use called tutor.com to help them with math and other subjects.

CCI DASHBOARD

Current Data Trends and Analysis Based on CCI DASHBOARD:

Currently there are only three years of data for the CCI for FRLHS due to Covid19 and the fact that prior the school did not report this information as it was a DASS school. The school has implemented dual enrollment courses to address this component of the DASHBOARD. There has been a 2.6% increase in CCI of students prepared or approaching prepared for college.

[Credit Recovery](#)

[Dual Enrollment](#)

Current Data Trends Based on Credit Recovery and Dual Enrollment:

- The number of students completing credit recovery classes has been significantly increasing over the past two years.
- There has been an increase in the number of students completing dual enrollment courses through Rio Hondo.

Analysis of Credit Recovery and Dual Enrollment:

Dual enrollment courses have had a significant impact on the students at FRLHS. Not only are they able to earn both high school and college course credit, the bridge to community college is effectively strengthened as students see that they are capable of earning passing grades in college level courses. They are exposed to a variety of course offerings and are able to prove that they are college ready by completing two semesters of these courses. Credit recovery courses have enabled students to be exposed to a greater variety of elective course offerings and complete the assignments for these courses in a time frame that meets their schedule. The dual enrollment courses serve to improve the CCI data on the DASHBOARD.

[Graduation Rates - Dashboard & Dataquest](#)

Current Data Trends Based on Graduation Rates of Dashboard and Dataquest:

- Graduation rates according to DASHBOARD have averaged 32% for the past three years.
- Graduation rates according to dataquest have averaged 33% for the past three years.

Analysis of Graduation Rates:

Due to the discrepancy between the two reported graduation rates, along with formula error for calculating the graduation rates, FRLHS has resorted to keeping track of their own total number of graduates and total number of students referred back for their last semester to graduate at their home school. This has enabled the school to get a better picture of the total number of students the school is impacting on an annual basis. (see the total graduates link and analysis below under relevant data for FRLHS)

[Attendance Chart](#)

Current Data Trends Based on Attendance:

- Attendance rates have been increasing over the past three years.
- Attendance rates have been above 80% the past seven years except for the two years of distance learning.

Analysis of Attendance:

Attendance rates dropped during the two years the students were on distance learning. Since returning to in-person schooling, the attendance has been on a steady increase.

Relevant Data for FRLHS:

Comparisons between local continuation high schools:

[Enrollment Comparison Local Continuation H.S.](#)

[Continuation High School CAASPP Comparison](#) -

Current Trends Based on Local Continuation High School Comparison:

- Enrollment indicates that FRLHS serves a greater number of students as compared to similar continuation high schools who educate a similar population. This has been a consistent trend for the past five years.
- FRLHS performs just as well if not better than similar local continuation high schools on the ELA and Math CAASPP.

Analysis of Local Continuation High School Comparison Data:

FRLHS services a greater number of students and when CAASPP testing data is considered, FRLHS students out-perform similar student populations. The school realizes the CAASPP is not a relevant data tool for measuring growth and success and other data needs to be considered.

FRLHS method of tracking total graduates:

[Total Graduates](#)

Current Data Trends Based on Graduation Numbers:

- For the past six years, FRLHS sent back over thirty students at the end of first semester to graduate with their home school. (The one year exception was the COVID year when only six students returned to their home school.)
- The school has averaged 81 graduates a year over the past five years (not including those who returned to home school to graduate).

Analysis of Graduation Numbers:

FRLHS tracks its own graduation numbers and students sent back to the home school to graduate in order to have another piece of relevant data to analyze. The graduation rate that is reported on the DASHBOARD does not accurately reflect the number of students graduating as the formula has not been properly tabulated for FRLHS. The administration has been working with district administrators in order to remedy the situation.

FRL Credit Completion Charts by Teacher:

Credit Completion Charts - [Credit Completion by Teacher - WASC](#)

Current Data Trends Based on Credit Completion Charts:

- Credit completion shows steady growth the past three years as opposed to before COVID19
- Subject areas with slight decline can be accounted for and discussed individually.

Analysis of Credit Completion by Teacher:

Credit Completion as reported by teacher has been a consistent tool used to make program adjustments and determine what departments needed additional teachers. This data has been used to adjust the business department curriculum away from pathways due to the significant drop in number of students being able to take these courses.

NWEA DATA:

[NWEA Math Data for 2023-24](#)

Current Data Trends Based on NWEA Math Data for 2023-2024:

- 87% of the students who took the tests more than once showed growth in their math skills.
- 67% of the students who took the test more than once are meeting their goals.
- 37% of low achieving students are accelerating their learning of math skills.
- 80% of high achieving students are accelerating their learning of math skills.

Analysis of NWEA Math Data for 2023-2024:

The NWEA data for the 2023-24 school year only has a data pool of 39 students. The test was testing for readiness for Integrated Math I. Some students did not do the post-test for this because they completed the Integrated Math series prior to the post-testing. This year, the school took steps to remedy the situation by testing every student enrolled in the Integrated Math series along with all juniors who were not enrolled in any math class in September when the pretest was given. In addition to this change, the NWEA test changed. It is now a 6+ test. The school feels that there will be more relevant data if a greater percentage of students are participating in both the pre and post testing. The goal for the 2024-25 school year is to increase the data pool and capture students who were not post-tested last year because they were no longer enrolled in a math course. The school also made sure that all juniors who were not enrolled in a math class in the first quarter and still need a math class to graduate, were enrolled in one during the second quarter. Furthermore, analysis of the data suggests that the school needs to investigate the possibility of offering a Math Readiness course to help students develop the fundamentals being tested on the CAASPP.

EL DATA:

[EL DASHBOARD](#)

Current Data Trends Based on EL DASHBOARD:

- A significantly less number of students are making progress towards English Language Proficiency when looking at 2022 (62% making progress) data compared to 2024 (21% making progress) results.
- 2024 English results indicate that EL students are 120 points away from meeting standard
- Math data indicates that EL students are 209 points away from meeting standard.

Analysis of EL DASHBOARD:

EL data on the DASHBOARD indicates that a majority of the students are not meeting or exceeding the standard in English or math. It is difficult to consider this relevant data when students arrive at our school as juniors who are significantly behind in their credits and may have never passed a math course. The school is attempting to remedy the situation by offering support through applications, tutoring, and piloting a support math course in the Spring 2025. The school is also looking into a similar program through NWEA for English.

[Language Proficiency](#) - EL Reclassification Rates

Current Data Trends Based on Language Proficiency Data:

- One-third of the student population is considered EL students.
- One-third of the student population is redesignated annually.
- Only a few students become FEP every year.

Analysis of Language Proficiency Data:

FRLHS does a consistently good job of helping students to become redesignated every year. Over one hundred students a year are earning a 4 on the ELPAC and meeting the standard on the SBAC to become RFEP.

Suspension and Expulsion Data:

[Suspension Rate](#)

Current Data Trends Based on Suspension and Expulsion Data:

- Suspension rates are virtually zero for the past six years.
- The suspension rate is lower than the district, county and state rates.
- No student has been expelled from FRLHS in the past 6 years.

Analysis of Suspension and Expulsion Data:

FRLHS does a commendable job of: classroom management, conflict mediation, establishing expectations, and supervision in order to keep suspension rates virtually nonexistent.

Perception and Survey Data:

Results from Surveys:

[Panorama Survey Results](#)

[YouthTruth Summary Data](#)

These are the summary results for the Panorama and YouthTruth Survey Results. More in-depth question analysis is available on-site.

[Student Survey Data - June/July 2024](#)

[Parent Survey Results 2024-25](#)

Current Data Trends Based on Perception and Survey Data:

Of the over 200 students who responded on the Panorama Spring 2024 Survey:

- 67% feel engaged and connected to FRLHS.
- 91% feel safe on campus.
- 75% feel there are adults on campus who they can go to for help.
- 80% feel that teachers are respectful towards them.
- 49% feel that they can stay focused on the same goal for several months at a time.
- 57% indicated that if they fail to reach an important goal, they would likely try again.
- 38% feel as if they belong at school.

Of the over 260 students who completed the YouthTruth Survey in February of 2024

(Parenthesis numbers after claim below is the EMUHSD Average-made up of 5 comprehensive high schools and 1 continuation high school)

- 64% feel they are getting a high quality education (51%).
- 71% feel that the teachers explain things in a way that they understand(50%).
- 68% feel that most of their teachers want them to explain their answers (64%).
- 67% feel that they learn a lot every day (58%).
- 76% feel that they learn to correct their mistakes (62%).
- 31% feel that their teachers connect what they are learning in class with their life outside of school (23%).
- 53% feel that their teachers are fair (52%).
- 70% feel that their teachers believe they can get a good grade if they try (68%).
- 40% feel that they are a part of the school community (37%).
- 64% feel that the school treats students with respect (61%).
- 48% feel that the discipline is fair (38%).
- 65% feel safe at school (54%).
- 48% feel that the school has helped them develop the skills they need for college level classes (46%).
- 43% feel that the school has helped them understand the steps needed to apply for college (51%).
- 40% feel that the school has helped them figure out the careers that match their interests and abilities (41%).

Of the over 200 students who responded to the Student Survey in Sp/Sum of 2024

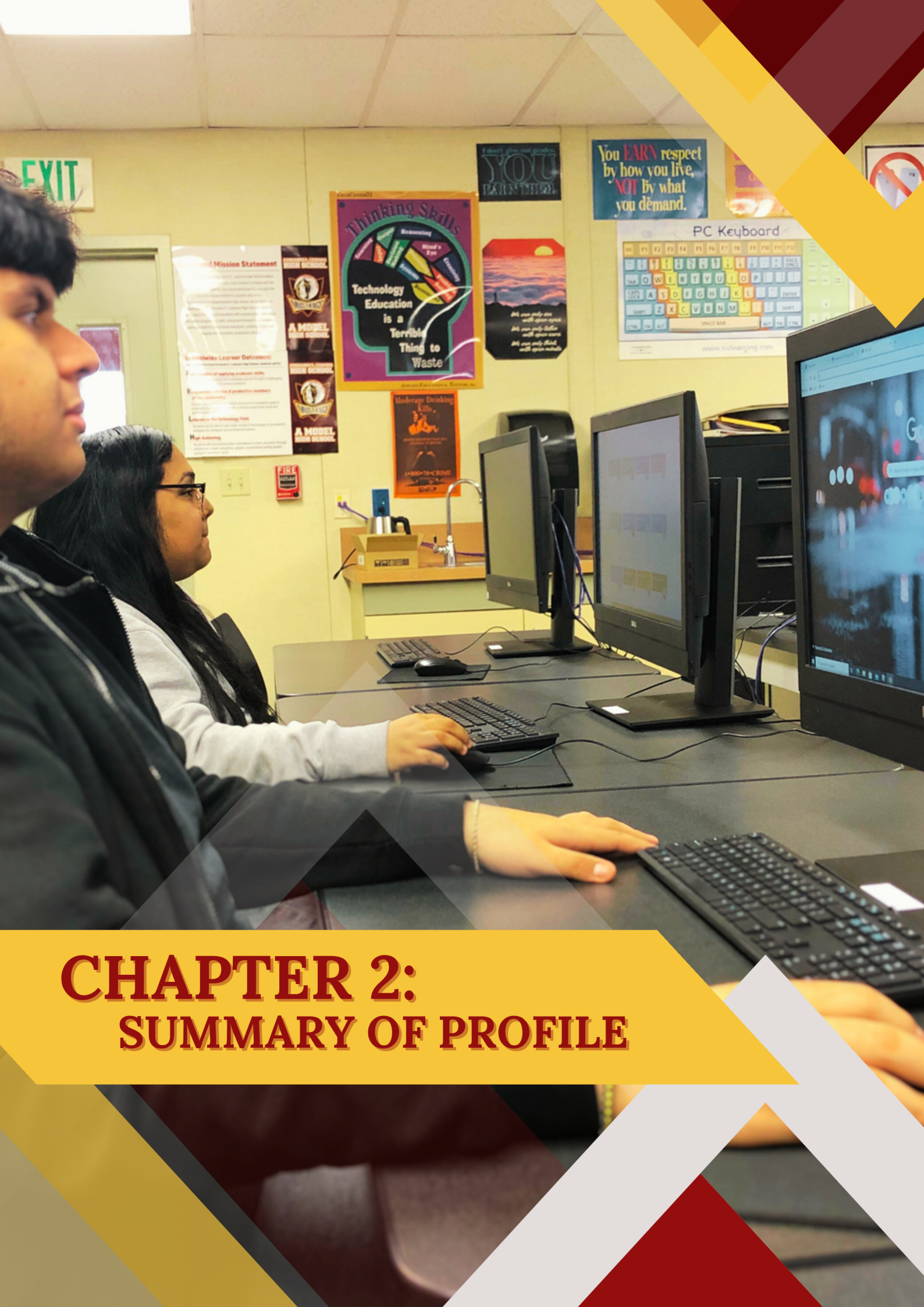
- 81% of the students feel that they are given rigorous/challenging assignments.
- 88% of the students feel that they are given the opportunity to set personal academic goals and make informed decisions that positively impact their community.
- 83% of the students feel that they make positive choices and decisions based on the resources on campus.
- 87% feel that they are given the opportunity to learn about diversity in classroom lessons.
- 85% feel that they are encouraged to set goals and explore college and career options.
- 82% feel that their courses prepare them for the future.
- 76% feel that the school supports their social-emotional learning.

Of the 100 parents who responded to the survey in the Fall of 2024

- 89% of parents agree that their child is guided to take courses to prepare for post-secondary life.
- 96% of parents agree that they receive accurate, clear and timely advice from staff regarding academic and social progress.
- 89% of parents agree that the school supports their child's social-emotional learning.
- 93% of the parents are satisfied with the quality of instruction their child receives.
- 76% of parents agree that their child has improved their college/career readiness skills through courses and programs offered on campus.
- 83% of parents agree that the school involves parent and community members in finding solutions to problems and concerns facing students.

Analysis of Perception and Survey Data:

FRLHS has a great deal of positive feedback from the perception data. In general both students and parents feel the school is a safe place and feel that they receive a quality education with instructors who respect them. There is a need to work on helping students develop a sense of community and belonging to FRLHS. In addition, the students and parents feel that the school can work on ways to help students improve their college and career readiness skills and life after graduation.



CHAPTER 2: SUMMARY OF PROFILE

Summary of Profile:

Analyzing the demographic data, assessment results, relevant data, and survey data has resulted in the following highlights and implications:

- Enrollment stays at over 300 students a year, with one-third of the students being designated as EL students. A significant portion of these EL students are being redesignated each school year.
- A majority of the students test in the “not met” and “nearly met” categories on the English and math CAASPP.
- CAASPP data for FRLHS has not always been relevant data due to the fact that students are being tested for classes they have never taken nor passed in high school. Regardless of this, the school is working towards helping students achieve greater success in the concepts being tested on the CAASPP.
- The calculation of the school’s graduation rate by the state is not an accurate reflection of the true graduation rate of the school. The DASHBOARD and Dataquest have the school’s graduation rate being at around 30% while the school’s internal calculation shows it as being at least 20% higher. (Significantly higher if you count the students who got caught up and returned to the comprehensive highschool to graduate - at the semester the population shifts and the ones that were credit/core current, return to their home school, only for the school to enroll the same number of new students from the comprehensive high schools who are behind.)
- Credit recovery and dual enrollment have provided the school with additional ways for students to earn credits above and beyond the regular school day schedule. The number of students taking these courses has steadily increased over the past three years. The school needs to offer a minimum of two college courses per semester to help students in meeting their career and college readiness goals/indicators.
- For the past three years the school has sent back over 30 students to the home school in January to graduate with the comprehensive high school in June. The school has begun calculating how many students are sent back in the summer to return for their entire senior year as well.
- About 40% of the students at FRLHS have parents who have not graduated from high school.
- Over 90% of the students surveyed feel safe at school while 80% of the students feel respected at school.
- About 40% of the students feel a sense of belonging at school or are part of the school community.
- There is flexible scheduling (morning, afternoon, all day, night schedule, and Independent Study) to accommodate student needs.
- Summer school is available to help students earn additional credits.
- Staff, parents, students and community members have a wide range of opportunities (committees, surveys, meetings, school events) to participate in the school affairs.
- The new Multi-purpose Building/Gymnasium has brought a significant presence to the campus, enabling the community to gain greater insight and positive perspective of the school.
- The school has the latest technology available to the students.
- Social-emotional learning is an integral component of FRLHS with the Wellness Center and weekly lessons demonstrating the school’s priority of developing the whole child.
- Greater community/parent engagement has been a focus of the school and with events like the Mock-Trial, Taste of Ledesma, City of Hope Blood Drives, Senior Luncheon, ASB Leadership Conference, Certificated Professional Development, Kaiser Permanente Partnership, Cash for College workshop, Back-to-School Night, Open House, Grand Opening of Multi-purpose Building/Gymnasium, Trunk or Treat, Lunar New Year Celebration, and

Tamalada.

- A strong commitment to communication with parents in the form of emails, ParentSquare, ParentVue, social media, school website, and phone calls is evident and 96% of the parents who completed the survey agree that they receive accurate, clear and timely advice from staff regarding academic and social progress of their student.
- 89% of parents agree that the school supports their child's social-emotional learning.
- 93% of the parents are satisfied with the quality of instruction their child receives.

2-4 Major Preliminary Student Learner Needs based on the data:

- 1.) Students need to further develop their English and math skills to be able to earn a met or exceeded standards rating on the CAASPP.
- 2.) Students need to develop stronger bonds and relationships to have a sense of belonging at FRLHS.
- 3.) Students need to improve their attendance and credit completion rate in order to have greater success in achieving their goal of graduating high school.
- 4.) Students need additional opportunities to become college and career ready through expanded elective and college courses.

Important questions that have been raised by the analysis of all the data:

- 1.) What can the school do to increase a sense of belonging for the students?
- 2.) What can the school do to improve the CAASPP results in English and math.
- 3.) What can the school do to further increase the attendance rates? (up 2% from 6 years ago)
- 4.) What can the school do to further increase the graduation rate and ensure it is accurately reported?
- 5.) What can the school do to help students prepare for their post-secondary college and career options?



CHAPTER 3: WASC CRITERIA AND INDICATORS



CATEGORY A:

ORGANIZATION FOR STUDENT LEARNING:
VISION AND PURPOSE, GOVERNANCE,
LEADERSHIP, STAFF, AND RESOURCES

Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

<p>FRLHS is the continuation high school for the EMUHSD. The very nature of the school indicates that students have had difficulties succeeding in the comprehensive high school setting and need to be in an environment that is flexible, nurturing, and yet continues to maintain academic standards set forth by federal, state and district mandates. The school believes that all students can learn and be successful. Students need to be able to have access to the same curriculum that is taught at the comprehensive high schools and be encouraged to achieve at rigorous levels. These factors have resulted in the mission/purpose statement that clearly reflects the focus of the school.</p> <p>The mission/purpose is as follows: <i>Fernando R. Ledesma High School's mission is to provide at-promise students with a personalized education in a safe, caring, environment that focuses on state and district instructional standards, enabling students to develop into successful, productive, and socially-emotionally balanced citizens.</i></p> <p>The school's learner outcomes/vision and mission/purpose are reviewed with each student and parent upon enrollment. Both sign a copy of the document. The mission/purpose and learner outcomes/vision are posted in all classrooms and are in the school handbook folder so they are exposed to them on a daily basis. They are shared with district personnel and board members via monthly board meetings. LCAP meetings, and administrative retreats. In addition, the student advisory council and parent advisory committee meetings provide a forum to share the learner outcomes and</p>	<p>Evidence:</p> <p>Enrollment Learner Outcomes Form</p> <p>School Folder - Available on site</p> <p>Picture of Classroom Wall with Learner Outcomes</p> <p>EMUHSD Website</p> <p>FRLHS School Accountability Report Card</p> <p>LCAP Information</p> <p>SPSA</p> <p>Meeting Agendas - available on site</p>
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purpose.

The FRLHS learner outcomes are as follows:

Upon graduation from Fernando R. Ledesma High School, students will be:

Fully capable of applying academic skills.

Students will incorporate the knowledge gained through a rigorous curriculum to solve relevant problems.

Responsible citizens and productive members of the community.

Students will be able to set realistic personal and academic goals to make informed decisions that will positively impact their communities.

Literate in the technology field.

Students will be able to utilize technology as a tool to prepare for the professional world as well as analyze internet based information for validity.

High Achieving.

Students will demonstrate their commitment to their education through attendance, credit completion, quality of work, testing growth, and post-secondary goals.

Socially-Emotionally Aware.

Students will be able to demonstrate social-emotional awareness and incorporate positive methods in addressing real-life situations.

The school's learner outcomes reinforce the theme of students meeting the district standards set forth by the state and the district. The EMUHSD's vision is to empower and motivate our students to be resilient, college and career-ready, lifelong learners and contributing members of our global society. The theme of the district is that we are a: *Community Committed to College and Career.*

Stakeholders collaborate at the beginning of each school year during professional development time to review and refine the school's purpose/mission and vision/learner outcomes. The initial enrollment intake

[Parent Survey Results 2024-25](#)

<p>along with Back-to-School meetings and parent/student surveys gives the parents, students , and the community the opportunity to provide regular input and feedback.</p> <p>During professional development time in August of 2023, an in-depth discussion occurred and slight revisions were made to the purpose/mission and another learner outcome was added to reflect the need to address the social emotional needs of students.</p> <p>Summary Analysis: The schoolwide learner outcomes are in alignment with the school and district’s vision and mission. The learner outcomes are designed to help students achieve the tools necessary to move forward in their post-secondary college and career options. The goal is to help develop students who have the academic, technological, social-emotional skills to thrive and positively impact society. 91% of the parents surveyed in the Fall of 2024 agree that the goals for their student’s education are shared and communicated well. In addition, 96% of the parents agree that the school staff and parents work well together to help students achieve their goals.</p>	
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Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

<p>FRLHS's mission and learner outcomes directly correlate to the EMUHSD mission statement. The vision of the district is to empower and motivate the students to be resilient, college and career ready, life-long learners, and contributing members of our global society. The EMUHSD mission statement is as follows: The mission of the EMUHSD is:</p> <ol style="list-style-type: none"> 1.) Advocate, nurture, and sustain a positive school culture through a challenging and rigorous, standards-based curriculum that promotes achievement for all students; 2.) Ensure management of the organization, operations, and resources for a safe, efficient and effective learning environment that is conducive to student learning and staff professional growth; 3.) Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources; 4.) Model a personal and institutional code of ethics and develop professional leadership capacity 5.) Promote college and career readiness for all students <p>The EMUHSD Board of Trustees is composed of five members who are elected for a term of four years. The board provides leadership and citizen oversight of the district. The school board works with the superintendent to impact student learning and well-being by:</p> <ul style="list-style-type: none"> ● Setting the direction of the district ● Establishing an efficient organizational structure ● Overseeing the adoption of policies ● Establishing academic expectations ● Adopting instructional materials ● Adopting the budget ● Providing adequate facilities ● Setting parameters for negotiations and ratifying collective bargaining agreements ● Monitoring student achievement ● Providing community leadership on behalf of students ● Approving LCAP and SPSA for each school <p>The EMUHSD also has a high school student member on the board who attends all meetings. It is this student's responsibility to be the liaison between the board and the student advisory committee. The SAC is made up of students from all six of the district high schools and meets monthly to discuss initiatives and important concerns they would like addressed at the school board meetings. FRLHS has a student representative on this</p>	<p>Evidence:</p> <p>EMUHSD Website</p> <p>Discussions with staff</p>
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committee.

The schoolwide community has the opportunity to attend the monthly board meetings and participate in the forums. Any person may fill out a form and address the board with any concerns they may have. LCAP meetings, student advisory meetings, parent advisory meetings, Leadership Team meetings, department meetings, counselor task force meetings, parent workshops, board retreats, and administrative meetings provide all stakeholders with the opportunity to ensure that their voice is heard and concerns can be directed to appropriate personnel. This is also the way information is disseminated from the board of trustees and district administration. Information is also delivered via district wide emails and ParentSquare. The EMUHSD website provides the minutes and agendas for all board meetings.

Summary Analysis:

The governing board has a significant impact on student learning and well-being. The board is constantly updated on what is happening at each school site via the monthly board meetings and meetings with the superintendent. They approve everything school related and have a say on the direction they feel the district should take based on their conversations with constituents, analysis of data, and national/state guidelines.

Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

<p>The school has a broad-based collaborative school decision making process that focuses on all students' needs and achievement. The Staff Meetings, Leadership Team Meetings, Department Meetings, District Curriculum Meetings, Parent Advisory Meetings, LCAP Meetings, and Student Advisory Council Meetings serve as opportunities for all stakeholders to work together to determine the direction and focus of the school. 84% of the parents surveyed in the Fall of 2024 agree that they are given plenty of opportunities to become involved in school improvement activities. District administrative retreats are also used to evaluate data. At all of these meetings, stakeholders review data including: CAASPP, credit completion rates, attendance rates, suspension rates, graduation rates, ELPAC data, and survey results. Certificated staff work together to plan the three full days of staff development time based on the data that has been analyzed, the schoolwide WASC Action Plan, SPSA, and LCAP. District Walk-through data is also used to plan the staff development time. The school modifies instructional strategies, assessments, curriculum, professional development, and technology based on these results. The methods used to incorporate all stakeholders in the decision-making process are extremely effective. The relatively small size of the school allows for ease of communication.</p> <p>The Schoolwide WASC Action Plan, SPSA, and the LCAP are the driving forces behind all school endeavors. The data shows that students are sent to FRLHS for various reasons including attendance problems and deficit credits. The YouthTruth data along with the Panorama Survey shows that a great percentage of students feel that the school needs to improve upon the sense of belonging and peer collaboration. Only 30% of students surveyed feel a sense of belonging and peer collaboration. Goals for the Schoolwide Action Plan (SPSA) include: improving attendance, meeting or exceeding the standard on the math and English CAASPP, increasing parental involvement, and increasing the number of students completing a dual enrollment course. WASC Action Plan Goals are as follows:</p> <ol style="list-style-type: none"> 1.) Improving academic achievement with a focus on attendance, credit completion, and graduation rate. 	<p><u>Evidence:</u></p> <p>Meeting Observations</p> <p>Meeting Agendas - Available on site</p> <p>School Calendar of Meetings - Available on site Google Calendar</p> <p>Combined Goals Chart 2024-25</p> <p>LCAP Information</p> <p>SPSA</p> <p>YouthTruth Summary Data</p> <p>Panorama Survey Results</p> <p>Parent Survey Results 2024-25</p> <p>Discussions with stakeholders</p>
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2.) Addressing the students’ social and emotional needs with a focus on the SEL lessons and the Wellness Center.
Both the SPSA and WASC Action Plan goals are directly aligned to LCAP goals #3, #4, #5.

Summary Analysis:

Decision making is a collaborative effort via the various school committees. The Leadership Team meets monthly to discuss school items including: data analysis, WASC Action Plan, SPSA, LCAP, and district initiatives and changes.. Everyone works together to ensure that national, state, local, and district goals along with student needs are being met. The small size of the campus allows for ease of communication.

Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

<p>The EMUHSD follows local (LACOE), state, and federal mandated guidelines when hiring staff for the school sites. The Human Resources Department of the EMUHSD ensures that all candidates who apply for a designated position in the school have met the minimum requirements and standards. Applicants must submit proper documentation and all paperwork/credentials are verified by the department before the candidate is even considered for a position. A committee of staff members comprises the interview panel and uses a rubric to rate all candidates prior to submitting the final recommendation to the district office for board approval.</p> <p>New teachers who are hired by the EMUHSD prior to the beginning of the school year complete a three-day new teacher orientation program. They receive union training, instructional support services training, business office training, and human resources training. Teachers also receive training in professional development topics ranging from: SYNERGY, Google, technology, common core, and SIOP (Sheltered Instruction Observation Protocol) Model. All new teachers participate in Induction which provides support and guidance along with mentorship through LACOE. This is funded through LCAP. Once the new teacher arrives on campus, he/she is introduced to all the staff at the first staff meeting. The department chairperson is responsible for providing guidance and support for the new teacher, but since there are only eighteen teachers on campus, the new teacher often receives guidance from other veteran instructors.</p> <p>Currently all teachers at FRLHS participate in three full days and six half days of professional development. Topics and areas of focus for teachers and administration over the last few years have included: NWEA math, Putting walkthrough notes into action, Engagement teaching strategies, ParentSquare, Technology training, screen-casting, google training, Savvas (new textbook) training, McGraw-Hill (new textbook) training, Ed-puzzle, Kami, and Quizziz. Teachers also have the opportunity to participate in summer training and attend conferences/workshops that provide enrichment and support.</p>	<p>Evidence:</p> <p>EMUHSD Human Resources</p> <p>Professional Development Agendas - Available on site</p> <p>PD Agendas - Available on site</p> <p>Parent Survey Results 2024-25</p>
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Board approval for conferences is required to be compensated for expenses.

Classified staff members also participate in job specific-trainings a minimum of twice a year. Training has included: Google Training, SYNERGY training, LACOE Child Welfare and Services Training, Growth Mindset, Seasonal Depression, Suicide Prevention, Healthy Decision Making, and Social Emotional Training.

Administrative staff has attended the Western Educational Leadership Training monthly in the 2023-24 school year. Goals were set and educational vocabulary and engagement will be the focus for FRLHS.

In addition, all staff members are required to complete mandated training every school year provided by Keenan Safe Schools Online in: sexual harassment, blood borne pathogens, suicide prevention, child abuse, bullying, and human trafficking. Counseling and administration departments have also been trained to use Narcan and the Verkada (Vape sensor) training.

The Principal of FRLHS follows EMUHSD guidelines and uses the evaluation that is based on the California State Standards for the Teaching Profession to evaluate teachers every two years. There is a clearly defined process of the steps involved for all staff evaluations. These evaluations are meant to provide employees with a growth plan and help the district plan professional development in areas that staff need to improve upon. In addition, district administration performs walk-throughs on a periodic basis to informally evaluate teachers with regards to observed teaching strategies and engagement. This helps to advise on what is working, what can be improved upon to enhance student learning and whether student and teacher needs are being met. The EMUHSD website provides access to the faculty handbook which lists policies and procedures for all to follow.

Because of the relatively small size of the number of staff members, there is ease of communication. Open-door policies exist so that questions about policies and procedures can be easily addressed. Monthly staff meetings, leadership meetings, and department meetings provided formal opportunities to access information, but many issues may be resolved or answered over informal conversations.

Summary Analysis:

Highly qualified teachers and staff continue professional development and personal education goals to ensure that students are being taught by instructors who are up to date on the latest curriculum, teaching methods, and technology in order to best support students growth and achievement. 86% of the certificated staff have a masters or counseling credential and an average of twenty-three years of teaching experience. 92% of the parents surveyed agree that their students are being taught by highly qualified teachers. Classified staff have an average of eighteen years experience in the EMUHSD. The school has a very low turnover rate of staff, ensuring that there is consistency and continuity at the school providing stability and a solid foundation for the students to learn.

Criterion A5: Resources

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

<p>The SPSA, LCAP, academic standards, and learner outcomes are used to determine resource allocation and budget expenditures. The staff play an integral role in determining resource allocations. Stakeholders are able to have input regarding the budget via: Staff Meetings, Leadership Meetings, Parent Advisory Meetings, Department Meetings, LCAP Meetings, and Student Advisory Meetings.</p> <p>When the new fiscal year begins, the FRLHS Principal meets with the EMUHSD Business and Accounting Departments to go over the annual budget, accountability and support systems. The school follows strict district spending guidelines that helps the school site maintain fiscal responsibility while meeting the needs of the stakeholders. <i>Smartetools</i> is the computer budget system that helps track school site spending and coordinates communication between the school, the business office and purchasing department to make sure that all practices and guidelines help support and maximize the school's monies.</p> <p>Purchases over the past three years have included:</p> <ul style="list-style-type: none"> • Computers Ipads Poly-Cameras • Projectors Vivitek Board Super Projector • Furniture Textbooks Drawing Tablets • Textbooks Field Tips Science Equipment • Telescopes Backdrop Portable Speaker System • E-Z-Ups Headphones Kitchen Equipment • Outdoor Patio Furniture Wellness Center Furniture • Incentive Items (T-shirts, sweatshirts, backpacks, water bottles, speakers, notebooks, pens, stylus, chargers, hats and beanies) • PE Equipment (Weights, treadmills, basketballs, balance balls, yoga mats, wrestling mats, volleyballs, volleyball nets, badminton nets and equipment, jump ropes, and yoga bricks) • Wellness Center Ping Pong Tables • High- Interest Supplemental Reading Materials • Outdoor Seating and Umbrellas 	<p><u>Evidence:</u></p> <p>Observations of items purchased in classrooms</p> <p>Purchase orders - available on site</p> <p>Discussions with staff</p> <p>Discussions with teachers</p>
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<ul style="list-style-type: none"> • Testing/Event Tables and Chairs for new gym • School Vehicle to transport students • School Truck <p>Non-tangible expenses have included:</p> <ul style="list-style-type: none"> • School Resource Officer Salary • Community Liaison Salary • College-age tutors • Instructional Coaches • Career Guidance Coordinator • Instructional Aides • Nurses • Wellness Therapist and Clerk • Rio Hondo College Courses and textbooks <p>The use of paraeducators and college-age tutors in the classroom has enabled students to receive more one-on-one help and additional support when they are having difficulty understanding concepts and subject matter. The Career Guidance Coordinator has been effective in serving as the liaison between the students and local community colleges. They have provided assistance with the registration process, college assessment testing, and workshops for financial aid. A majority of the students further their education after high school at one of the local community colleges so this support is crucial for paving the way for students to take that next step in their post-secondary lives.</p> <p>When a new textbook is going to be selected for the district, content specialists preview copies and select the one that best suits the needs of the students of the EMUHSD. The district completes the purchase order to supply all schools with the textbooks. When new textbooks arrive, they are barcoded and stamped with the school name and address prior to disbursement among teachers. Since the school does not have a library or teacher resource center, textbooks are distributed to teachers and the instructors maintain their classroom inventory. Many texts are now available online. Each teacher is responsible for maintaining a checkout system for their textbooks.</p> <p>Every student upon enrollment to the EMUHSD is issued a chromebook and charger from the comprehensive high school that stays with them for their entire time in the district. The district maintains them so if the chromebook is not working properly, the student submits it to the front office and fills out a EMUHSD Chromebook Repair Form. The technology person assigned to FRLHS then is notified that he needs to repair it. Each teacher has a minimum of four loaner chromebooks that can be used by students in the designated period they are assigned to a particular teacher. The office calls the student to pick-up the chromebook once it is repaired.</p> <p>When an individual teacher needs support materials, laboratory supplies, software, technology, office supplies, furniture, physical education equipment, and textbooks, he/she coordinates the ordering with the</p>	
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principal's secretary. All orders require a requisition to be filled out and have a quote from the company attached before it is given to the secretary. She follows through with the district guidelines and *Smartetools* system to complete the process. All orders are shipped to the EMUHSD warehouse for verification prior to the warehouse delivery to FRLHS. All hardcopies of orders are kept in the Principal's Secretary office. *Smartetools* can be used to access previous school years orders. Once the supplies have arrived on campus the Principal's Secretary verifies the order and has it delivered to the appropriate location. Purchases funded through Title I follow a similar path however the Instructional Support Department of the EMUHSD handles a portion of the *Smartetools* process.

All technology is asset tagged by the district technology support staff prior to disbursement into the classrooms. Calculators and manipulatives for math are distributed among the four math teachers and each is responsible for their own supplies. Vivitek Boards and projectors are assigned to individual classrooms.

Maintenance and support for technology, software, and hardware is provided to the school directly by one technician who is assigned to the school. The technician is shared with the EMUHSD Adult School Program. He is at the school two days a week and can be reached at any time via cell phone, email or google chat to assist. Many problems can be solved by him logging in remotely to the computers. When he is not available, there is one teacher on campus who is paid a technology stipend to assist other teachers and staff with questions and problems that may occur. Staff may also complete requests through the *School Dude* system.

English supplemental reading books are stored in various classrooms and are shared among department members. Rarely is there overlap because the teachers instruct different grade levels.

Mathematics students have access in each of the three classrooms to the district wide textbook that is used for Integrated Math I. The textbook is used for support and is available for check-out if a student requires one.

Since there are only two science teachers and there is no overlap of subject matter, each teacher is responsible for taking care of their individual lab equipment and supplies. The department chairperson places the order for the science equipment for the school.

In social science, there is an overlap of two teachers instructing the same course, so the department chairperson orders the supplemental DBQ lessons for the school. However, the third member of the department has no overlap and is responsible for ordering his own supplemental materials.

Art, business, special education, and physical education each have only one instructor for their departments so they are responsible for ordering their supplies and materials. It makes it very easy to monitor the materials, textbooks, and technology.

The school has sought out ways to offer more electives to the students. Online electives, CTE courses, and dual enrollment have been implemented to expand course offerings. The EMUHSD is working to expand the school's class offerings with additional grant monies. Extra elective courses including a leadership class would further develop students' college and career readiness skills. These grant monies would also add to the sustainability of the LEARN/PREP type activities after school hours.

FRLHS was built in 2003 with the addition of the multi-purpose room/gymnasium in 2022. There are five main structures with a total of seventeen classroom spaces, two offices, a gymnasium, and a Wellness Center. The maintenance staff along with EMUHSD support staff have worked diligently to keep the school in good repair for the staff and students. One full-time maintenance with two part-time maintenance staff members and a part-time gardener clean and maintain the grounds on a daily basis. Since the district often uses the gymnasium space after school hours to house basketball and volleyball practice and games, the comprehensive high school sends their maintenance personnel to assist with the additional cleaning of this facility. District personnel are used to service the air conditioning units in all the classrooms.

There is only one entrance to the main part of the campus. Front gates remain locked and are only opened during the passing periods, nutrition, and lunch sessions. Campus Supervisors, school staff, and the FRLHS SRO continually supervise the campus during all school hours to ensure that the school remains safe. Visitors must check into the front office and there is an iPad (Verkada system) where a photo ID is printed and personnel are notified of the visitor who is on campus to see them. They must also check-out once they leave.

All stakeholders take pride in the school's appearance and work together to make sure the campus is a clean environment for students to learn. 89% of parents agree that the school is a safe place that nurtures their students. Over 90% of students agree that they feel safe at school and supported at school.

Summary Analysis:

FRLHS receive the same resources as students of the comprehensive high schools. Funding adequately supports the students by ensuring they have access to the same qualified instructors and support staff, textbooks, computers, technology, and facilities. 97% of parents surveyed in the Fall of 2024 agree that their students have access to updated textbooks and technology to complete their assignments. They are taught in a safe and clean environment to support their academic and emotional well-being.

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Areas of Strength

1. FRLHS has a clear mission/vision that is communicated to all stakeholders annually.
2. All stakeholders have many opportunities to become involved in school affairs via various committees and meetings creating a shared decision making process.
3. The school provides safe and clean school facilities with adequate resources to support student learning.
4. The LCAP, SPSA, and WASC Action Plan are coordinated and are the driving forces behind the school.

Areas of Growth

1. Continue to work on informing a greater number of parents and community members of the opportunities they have to participate in the governance of the school.
2. Seek outside grant funding to support more elective opportunities for students to have more class options.
3. Seek outside grant funding to make LEARN/PREP after school activities sustainable.



CATEGORY B: CURRICULUM



Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.











B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

<p>All Fernando R. Ledesma High School students have access to curriculum and physical and online textbooks that are aligned to national standards and common core standards. FRLHS uses the frameworks to guide curriculum development. All course outlines reflect common core principles such as: communication, collaboration, creativity and critical thinking. Teachers have spent many professional development hours in various curricular areas to ensure they remain current and relevant in their subject areas. The district provides a “Summer Launch” program the week before school starts providing all teachers the opportunity to attend TOSA led training and professional growth opportunities. Three days each school year are devoted to professional development. Walk-throughs continue to be used by the entire EMUHSD to provide teachers with feedback as to what is working well and what could be improved upon. As part of the walk-throughs process school personnel visit the five comprehensive high schools to observe and gather ideas as well as provide feedback to their colleagues. This process is reciprocated by the comprehensive high school and district personnel visiting FRLHS and providing their feedback. This allows for consistency and the sharing of best practices. Teachers are also encouraged to attend subject specific conferences throughout the year and continue their own professional development by earning graduate degrees. 86% of the certificated staff have obtained a master’s degree demonstrating their commitment to providing rigorous and relevant curriculum to the FRLHS students based on current educational research. According to the most recent student survey 81% of the students believe that they are engaged with rigorous and relevant curriculum.</p> <p>Regular curriculum review is an ongoing process at FRLHS. Teachers work individually and within their departments to continuously update curriculum and course outlines. Collaboration is key to promoting</p>	<p>Evidence:</p> <p>Workshop and conference expenditures</p> <p>Summer Launch emails and discussions with participants</p> <p>Walk-through form available on site</p> <p>Student Survey Data - June/July 2024</p> <p>FRLHS Budget</p> <p>Department meeting agendas - available on site</p> <p>Content and Language Objectives posted in classroom or on Google Classroom</p> <p>Classroom observations</p> <p>Discussions with</p>
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<p>consistency. Although some teachers are the sole instructor in their subject matter, departments meet monthly to share ideas and plan accordingly for the school year. This ensures that common core, national standards, and learner outcomes are incorporated into course outlines and best practices are being used. Content and language objectives are posted in class or google classroom daily. At the beginning of each school year, teachers submit new course outlines to the administration that are aligned to the standards and incorporate the learner outcomes. When new textbooks are purchased, our teachers attend district wide training, and create new course outlines. This ensures commonality and alignment to national, state and district goals. Common types of assignments across disciplines that are incorporated into the course outlines demonstrating the commitment to preparing students for the skills they will need in college and beyond include:</p> <ul style="list-style-type: none"> • Google slide presentations • Teaching a section of a lesson • Essay writing • Using technology to complete assignments • Collaborative group assignments <p>The academic standards, the college and career readiness standards and the learner outcomes consistently shape the actual concepts and skills taught in the classroom. All classes are designed to foster growth in certain areas, creating students who are fully capable of applying academic skills, who are responsible citizens and productive members of the community, who are literate in the technology field, who are high achieving, and who are socially and emotionally aware. The concepts and skills taught are displayed in each content teacher's course outline and assignments are tied to content standards and college and career readiness standards. 82% of students surveyed in June/July of 2024 feel that their coursework and projects prepare them for career and college responsibilities. Learner outcomes are displayed in a variety of ways: posters, objectives posted on white boards, smart tvs, or on web based learning management systems. Content and learning objectives are posted so students know what they will be covering for the day.</p> <p>To make sure the students meet the college and career readiness indicators the school has done the following:</p> <ul style="list-style-type: none"> • Established dual enrollment on site courses with Rio Hondo Community College and offered eight different classes (as many as three different courses in the same semester) for students to earn 10 high school elective credits and 3 college units. • Provided college night, FAFSA workshops, and college representatives on site to assist students with the transition to the local community colleges. • Meet annually with the student and parent to discuss scheduling options including: dual enrollment, credit recovery, full day schedule/half-day schedule, CTE (medical assistant, cosmetology, pharmacy technician, and dental assistant) 	<p>teachers</p> <p>Course outlines  WASC Evidence...</p> <p> WASC Evidence...</p> <p>Staff Development agendas</p> <p>Memos for training  WASC E...</p> <p>Content and language objectives posted  WASC E...</p> <p>Course outlines  WASC E...</p> <p>Assignments  WASC E...</p> <p>Math folders  WASC E...</p> <p>Course Assignments</p> <p>Sample work posted in class</p> <p>Network Notebooks</p> <p>Taste of Ledesma  WASC Evidence...</p> <ul style="list-style-type: none"> • Field trip paperwork  WASC E... • Field Trip  WASC E...
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<p>There is integration between curricular areas as seen in the following types of lessons at FRLHS:</p> <ul style="list-style-type: none"> ● Economics: The Economics class elicits participation from every department to put on the Taste of Ledesma. The Taste of Ledesma is a competition as well as a fundraiser. Economic students break into teams and create a business plan. Each team has a teacher from another department to provide support and guidance throughout the assignment. Each team makes a plan to sell a food item at the Taste of Ledesma. The team who is able to earn the most profit wins the competition and all the proceeds go to the FRLHS activities fund. The fund subsidizes the cost of grad night tickets to make them affordable. The Taste of Ledesma activity incorporates math, business, economics, writing, communication skills, presentation skills, art, and cooperative teamwork. ● Personal Finance: Students use networking notebooks which have an art component as well as career related assignments including: resumes, application letters, thank you letters, and reference letters. EverFi computer modules are used to provide support and instruction to the students in this course. ● All Classes: All disciplines incorporate technology, reading, writing, and speaking. Writing in a way that demonstrates critical thinking and an ability to support ideas with textual evidence is an important part of how we integrate disciplines. ● Social Studies: Students complete History/Art assignments including propaganda posters that can result in collaborative work with the art department. ● Social Studies: Students complete a mock trial where students take on the various roles of a courtroom including: attorney, prosecutor, bailiff, witness, expert witness, etc to decide the outcome of a court case that they research and prepare for. The case is tried in the Gym where visitors and other students are welcome to observe this culminating final project in the course. ● In Physical Science students apply math to calculate physical formulas. Students solve word problems employing math concepts. To complete project assignments, students use technology and communication skills. Art/design is also included in certain assignments. ● Business: Every business class has writing and math components integrated into the course. Presentations require students to display speaking skills when they share their accounting for small service business. Other topics covered include the history of the economy, supply and demand, history of recessions. ● Mathematics: During math, students speak on a daily basis in the class and are required to frame their responses in complete sentences and use the academic vocabulary of the class. Students also complete a floor plan project in Math w/Life Applications using Art and design skills. Technology is used daily by the students to complete their class assignments. ● Art: Students complete reflection paragraphs on their artwork. 	<p>Walk-through data</p> <p>Observations of Career Guidance Coordinator</p> <p>Discussions with students</p> <p>Cash for College Workshop flier</p> <p>College Night flier</p> <p>Discussions with Rio Hondo Representative</p> <p>Observations of enrollment intake process</p> <p>Sample schedules</p> <p>Photos of Taste of Ledesma and Mock Trial - see Yearbook and school website</p> <p>Parent Survey Results 2024-25</p> <p>Student Survey Data - June/July 2024</p>
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<ul style="list-style-type: none"> ● Biology: Students complete presentations where their speaking skills and technical language are highlighted. Career research topics are focused on. Art is used to create posters of cell biology and biological systems. ● English: Anticipatory, pre-reading assignments (google slide presentations or documents) are based on learning about history or scientific progress in order to fully understand the literature or author they are studying. Students in English I and II have the freedom to choose any essay topic with instructor approval allowing for the opportunity to study topics under the umbrella of: politics, social responsibility, health and wellness, technology, the environment, pop culture, and current events. ● Ethnic Studies: Central to the curriculum is the exploration of diverse cultural perspectives, traditions, and practices. Students examine literature, art, music, and folklore from different ethnic communities, fostering appreciation and respect for cultural diversity. By recognizing the interconnectedness of cultures, students cultivate empathy and solidarity across ethnic boundaries. By centering the voices and experiences of marginalized communities, this curriculum empowers students to become informed, empathetic, and socially conscious citizens who are committed to promoting equity and justice in their communities and beyond. ● Health: Students complete presentations where their speaking skills and technical vocabulary is highlighted. Art posters often accompany their presentation. <p>The school engages with community partners and resources creating partnerships to help students grow into successful contributing members of their communities. Some of these partnerships are listed below:</p> <ul style="list-style-type: none"> ● City of Hope - Senior Honor Cord Program and blood drive partnership with the local hospital. They provide: awards at the senior luncheon to students who demonstrate their commitment to patients, field trip opportunities to expose students to careers, and guest speakers to educate students. ● Scholarship donations from: Longo Toyota, The El Monte Women's Club, San Gabriel Valley Business Leadership Foundation, El Monte Union Education Association, Fernando R. Ledesma High School Certificated Staff, Hispano Americano, West San Gabriel Valley Administrators Association, Edward K. Guerrero Foundation, La Historia Society, Club Durazo, Helen Ledesma Bartolotti, and Ledesma Family/Friends ● El Monte Police Department - Resources and SRO Program ● Kaiser Permanente - Internships & employment opportunities ● Local businesses, city leaders - Wings and Caballeros Conferences ● Rio Hondo College - Representatives on campus weekly to assist with transition to local community college & dual enrollment classes on site ● Enki - counseling services ● Foothill Family - counseling services 	
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<ul style="list-style-type: none">● Pacific Clinics - counseling services● Hazel Health - telehealth appointments for students● Wellness Center provides resources workshops to address social-emotional aspects● LEARN/PREP - Extra curricular school activities including: various clubs, tutoring, snacks, field trips, and college awareness experiences <p>Summary Analysis: FRLHS students are taught a rigorous curriculum that follows nations, state, and district mandated standards that is aligned to the learner outcomes. 82% of parents surveyed in the Fall of 2024 agree that their students are being taught a rigorous, relevant standards based curriculum. Professional development via district training, conferences, and college courses are encouraged and supported so that students are taught by educators who have been trained in the latest methodologies found effective by current research. Ensuring that FRLHS students are college and career ready is a top priority for the school, with teachers incorporating lessons to prepare students for their post-secondary options along with the skills they will need to achieve their goals. Community partners work with FRLHS to support students in achieving their educational goals along with helping them to grow both socially and emotionally.</p>	
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Criterion B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

<p>All of the students have access to the school's entire program. Upon enrollment, all students are assigned to one of two counselors on campus.. During the initial in-take meeting with the student, parent, and counselor, the student's academic and career goals are discussed. Scheduling options and programs available to the student are made clear to the parent and the student. All students and parents learn of the learner outcomes during the initial intake process. Academic expectations, as well as information about how the parent will be informed about student progress, are outlined in this orientation. Most courses are on a nine-week cyclical enrollment pattern. Students learn they will receive report card updates from the guidance department at the end of each quarter and are able to check their grades and credit history using StudentVue on the SYNERGY system. ParentVue is what the parents use to monitor their student's grades. This enables students to track their progress and reach their goals. ParentSquare is also used to communicate with parents. Counselors at FRLHS provide class changes upon completion of courses and/or by request of the student or parent as long as it's in the best interest of the student. Progress reports are also issued upon request.</p> <p>SYNERGY is a web-based computer system that allows parents, students and staff to check progress, grades, missing assignments, and upcoming tests at any time. In addition, teachers and administration use ParentSquare to inform parents of relevant information. Parents also have the opportunity to meet formally with teachers, counselors and administrators to discuss their child's progress twice a year at Back to School Night and Open House. A phone call or visit to the campus is all that is necessary if a parent would like to discuss their child's progress. Parent communication is welcomed and encouraged by all stakeholders.</p> <p>Flexible scheduling options are available to meet the diverse needs of the students. Students must be enrolled in a minimum of three periods and a maximum of six periods during the regular school day. They can add online credit recovery, dual enrollment college classes, and CTE classes to meet their scheduling needs. Although CTE courses are available to the</p>	<p><u>Evidence:</u></p> <p>Observation of initial student intake process</p> <p>Discussions/Observations of classroom lessons and google classroom assignments lists</p> <p>Course outlines</p> <p>Observations of SYNERGY system including StudentVue and ParentVue</p> <p>Discussions with RSP Instructor</p> <p>Discussions/Observations of College and Career Coordinator and Career Technician</p> <p>Discussions with students</p> <p><u>Student Survey Data - June/July 2024</u></p>
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students, there are limited slots available for the students and more vocational type and elective courses would only enhance the programs the school currently offers. Independent Study is also available to students who are unable to attend classes on a regular basis. These students attend bi-weekly class sections on site. They have the option to attend more frequently as needed.

FRLHS offers special education services using a collaborative model. RSP students who have been transferred to the school are mainstreamed into the general population and are provided with support services from the special education instructor, paraprofessional, and a Study Skills class. In the Study Skills class, students do an activity everyday to strengthen their visual and/or auditory processing, attention, and/or vocabulary skills. Most of the RSP students qualify in those disability areas, and vocabulary development addresses EL students as well. Lessons usually last 15 to 20 minutes, the students then are given time to work on their general education assignments. Students receive one on one tutoring at any time throughout the school day. IEPs and 504 plans provide students, teachers and parents with a means to discuss and set goals. Students requiring SDC services are referred to one of the district's offsite locations.

The College and Career Coordinator and Career Technician are on campus every week and are responsible for coordinating presentations and field trips involving the local community colleges. In the first semester, they provide workshops to the students and parents on what is next for them after high school. During the second semester of each school year financial aid workshops are held on campus to assist students/parents with preparing their FAFSA documents and college applications. College Night is held during the first semester of each school year in conjunction with five other high schools. Similarly, a career day is held each year throughout the district. Guest speakers from the military, Rio Hondo Community College, adult school, hvac, and other local post-secondary recruiters. All school stakeholders play a role in helping students plan their path after high school. Counselors, administrators, teachers, community liaison, and support staff, are always available to help students plan their postsecondary options. 82% of students surveyed feel that they are taking courses and completing assignments that prepare them for their futures.

81% of students surveyed feel that they are given rigorous assignments that require them to apply their academic skills. Students have access to the same textbooks that are currently used at the comprehensive high schools. These textbooks are aligned to the CCSS. Evidence that students are being taught challenging concepts requiring them to analyze, interpret, and apply information include:

- English - novel analysis, Studysync materials, supplemental assignments, graphic organizers, essays, meta-cognitive skill development assignments, story-boarding, discussions, Google slide presentations, research assignments.
- Math - notebook worksheets with word problems, floor plan design, Google sheet extrapolation assignments, Geogebra

<p>assignments, tax project (I.S.), and budget project (I.S.).</p> <ul style="list-style-type: none"> ● Science - Biology course aligned to NGSS with lab activities requiring data analysis. Google slide presentations and group projects. Earth and Physical Science courses have lab activities with some topics requiring higher level mathematics work. ● Social Science - DBQ analysis with google slide presentations that require research. Essays, court case analysis, mock-trial simulation, supply/demand project, Taste of Ledesma Project, group presentations/projects, activism project, create your own country project, primary source assignments, and current event discussions/analysis. ● Business - Small business project and using Google sheets/excel as accountants would in a real world setting. Resumes and cover letter assignments are also included in the curriculum. ● Art - Commercial art produces an in house student yearbook every year. They have access to software that is used in the industry in order to create projects and the yearbook. Other art classes are able to use a variety of media to create their art with a final self-analysis of their project. ● Physical Education - The department requires muscular and skeletal written tests, oral quizzes, peer evaluations, and skills testing. Students engage in fitness and individual sport activities that often alter their bodies and attitudes when they see the true application of their hard work. Students gain a healthier and a positive self-image through the work, understanding and application of the fitness and sport activities. Students will learn skills that they can implement throughout the rest of their lives. <p>Teachers have worked on incorporating lessons that address college and career into their course outlines. College and career boards are displayed in many of the classrooms to further expose students to post-secondary options. Examples of these assignments/lessons include:</p> <ul style="list-style-type: none"> ● PowerPoint/Google Slides on careers related to particular fields of study in science ● Career Development Projects in Health, Personal Finance, Government, and Economics ● Budget Project built around a students future career ● Group discussions about careers that align to topics discovered in class ● Use of relevant software and technology used in history including: Microsoft Office, Google, documents, laptops, Vivitek Boards, Photoshop, In-design and Canva ● College Research Google Slide Projects ● Yearbook Production ● Taste of Ledesma Project in Economics ● Network Notebooks in Personal Finance ● Research paper on a prominent person in their potential profession ● Small Business Project in Business Department 	
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85% of students surveyed feel that they are able to set goals and explore college and career options at FRLHS. 89% of parents surveyed in the Fall of 2024 agree that their students are taking courses that prepare them for college and/or employment in their chosen career. 76% of parents agree that their students have improved their college and career readiness skills through courses offered at FRLHS.

Summary Analysis:

All students have access to the same rigorous curriculum. This enables students, parents, and counselors to work together to create the best schedule that will be able to ensure that they meet their goals. Courses incorporate real world applications and skills that they will need to be successful in their post-secondary college and career plans. The school has worked to bring several dual enrollment college courses on site to assist students in completing their high school diploma requirement along with preparing them for post-secondary options. This has enabled students to form stronger ties to the local community college and establish a routine so that carries over into attendance in their post-secondary college path. Although there are a few spaces for FRLHS students to enroll in CTE courses there needs to be more elective and CTE type courses available for students to take.

ACS WASC Category B. Curriculum Summary

Areas of Strength

1. 81% of the students agree that they are engaged with rigorous and relevant curriculum.
2. Curriculum is aligned with current national, state and district standards and the learner outcomes.
3. Certificated staff are provided with the opportunity to attend staff development training in summer sessions and days embedded in the school year.
4. 82% of students feel that the assignments they are given prepare them for college and careers.
5. There is a great deal of academic and community support/ involvement with ensuring students are college and career ready.
6. 86% of the certificated staff hold a masters or counseling credential demonstrating their commitment to professional growth to better serve their students.
7. There is a strong partnership between Rio Hondo Community College and FRLHS with guaranteed priority enrollment and dual enrollment college courses on site.
8. There is a strong foundation of college and career readiness skills embedded in the courses at FRLHS.

Areas of Growth

1. Continue to update curriculum and course outlines to include S.E.L. and interactive participation opportunities.
2. Continue to foster professional development opportunities with the EMUHSD Curriculum director, with the TOSAs, as well as through conferences and webinars.
3. Continue to expand vocational and elective course offerings for students to further develop college and career readiness skills.



CATEGORY C: LEARNING AND TEACHING

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

<p>Equitable learning opportunities and outcomes for each student come from student-centered, project-based, and interdisciplinary classrooms. Students have equal access to learning, feel valued and supported in their education, and consistently achieve positive performance outcomes. Assignments incorporate the standard, college and career readiness indicators along with the learner outcomes. All disciplines complete social-emotional lessons on a weekly basis. Examples of this challenging and relevant work include:</p> <ul style="list-style-type: none"> • English department: Students read modern novels and non-fiction that promote diversity and connect with culture and history. A wide variety of support material is also included in a curriculum tied to mental health/social-emotional health. Essay writing involves in-depth analysis. • Social Science department: Students are presented with multiple perspectives and facts. Then, they can form their worldview while answering document-based questions and developing essay and project-based assignments. Similarly, Government, and Economics classes have created activities and business projects that help students budget and build customer service. For example, students complete a “Market Equilibrium Project” that teaches them how to build a business and set prices for goods and services. This eventually turns into a campus fundraiser called Taste of Ledesma, where companies try to make a profit. All proceeds go to school cultural events. Government students complete a mock-trial demonstrating their understanding of a trial and the court system. Short answer and essay responses questions are used to assess students in the social science department along with Google slide presentations. • Math department: provides lessons tied to real-world applications such as advertising, price-matching, and percentages. These assignments are relevant to their lives such as finding discounts, calculating paychecks, managing bank accounts, completing a floor plan, and finding compound interest for CD accounts. Students are encouraged to participate in full class discussions and solve problems using think-pair share. 	<p>Evidence:</p> <p>Observations of classroom lessons</p> <p>Google classroom course assignment lists</p> <p>Classroom walls with evidence of assignments</p> <p>Discussions with teachers</p> <p>Discussions with RSP Teacher</p> <p>Pictures in Yearbook</p> <p>Course outlines</p> <p>Parent Survey Results 2024-25</p> <p>Discussions with College and Career Guidance Coordinator and Guidance Technician</p> <p>Content and Language Objectives posted in classrooms</p>
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- **Science department:** Students complete assignments created by the SAVVAS textbook publishers aligned to the NGSS. Students complete lab activities requiring analysis and higher level thinking skills. Educational equity allows all students to think critically and gain valuable skills in college and career settings. Biology students complete Google slide presentations involving science careers.
- **Business:** Students complete small business projects and learn how to complete real world accounting documents.
- **Art:** Students have the freedom to choose art projects that are relevant and interesting to them within the framework guidelines. Reflection paragraphs provide the opportunities for self-analysis.
- **Physical Education:** Students are evaluated on their understanding of the muscle and skeletal systems and which exercises target specific muscles.

The primary focus is the unique needs and interests of every learner so that they can thrive and complete high school in a timely manner. It's an important step to ensure that students are set up for future success, whether starting a career, getting a promotion at a job, going to college, or joining the military. Another focus is meeting every learner's needs and creating a supportive atmosphere. At the beginning of each quarter, all educators are provided with students' IEPs and 504 plans so adequate modifications can be made to meet the needs of our special education population.

Throughout the school year, updated copies of accommodations and modifications are emailed. Also, paraeducators in the general education classrooms are used to monitor and increase academic achievement.

Through the use of relevant and challenging work based on content (i.e. Next Generation Science Standards, Social Science Content Standards), Common Core, and ELD standards, students are prepared to navigate the real world by honing in on the four language modalities (speaking, writing, listening, reading) as well as academic skills. The curriculum is designed to reflect a diverse range of perspectives and experiences based on primary and secondary sources, stories in the media, word problems, etc., enabling students to connect their learning to real-world issues and their own lives. To support learning, students are provided with a variety of activities that allow them to develop claims supported with concrete evidence; they are also asked to work with multiple sources of varying complexity, evaluate sources and arguments, compare and contrast, synthesize information, to develop inferences using context clues, to identify bias and perspective as well as central ideas and themes. Most instructors have built in scaffolding into their lessons so that as students are exposed to similar assignments, questions, essay prompts, their skills become less dependent on the supports that were embedded in the initial work. All of the above skills benefit every student regardless of their career path after high school. As more of these skills are embedded school-wide, students continually demonstrate growth.

The English Department assigns evidence-based essays at all grade levels, Business classes require students to develop a business plan and prepare

them to enter into an externship, the Economics teacher has students use an online program to learn about managing finances, the Science department incorporates labs that emphasize the everyday presence of Science, Math teachers assign projects using Google sheets to calculate linear regression to predict future data. Other CTE classes provide students with hands-on experiences and through the Dual Enrollment program with Rio Hondo Community College certification in addition to college credit for classes. Every teacher fosters a college-and career centered culture. Every Tuesday, students have access to College and Career Guidance staff who provide students with information and support for all college activities such as, but not limited to college applications, financial aid, scholarships, College and Career Fair, and signing up for their first semester of college.

Educators establish clear guidance and expectations through the use of pacing plans that are indicated in google classrooms. Students are provided with a syllabus/course expectations and have the course standards, content, and language objectives posted, rubrics are incorporated within the curriculum. Content and language objectives are posted in some format in all classes so students know what they are covering on a given day. All classrooms have student work posted thus reflecting the classroom expectations of exemplary, proficient, and needs improvement, teachers incorporate the use of audiovisual media, among other resources.

Summary Analysis:

At FRLHS, there is a focus on meeting the unique needs of every student by creating a supportive environment where every student may flourish. The staff does so by incorporating culturally responsive teaching practices, in conjunction with instructional materials and activities that are relevant and meaningful for today's learners. Teachers design curricula to reflect diverse perspectives and experiences, enabling students to connect their learning to real-world issues, their lives, and their learning levels. The rigorous curriculum and additional on-campus resources ensure that college is an option for all students. 82% of parents surveyed in the Fall of 2024 agree that their students have access to a rigorous and relevant curriculum. Clear expectations for courses are indicated via course outlines, google classroom, class syllabi, rubrics and content/language objective postings.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engage all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

<p>All teachers at Fernando R Ledesma High School model and use a variety of strategies and resources to help ensure students' success. Students who are enrolled at FRLHS have typically not been successful at the comprehensive high schools so technology and experiences beyond the classroom are incorporated into lessons school-wide, actively engaging students in higher-order thinking skills. Some of the assignments include collaborative learning projects, science labs, mock trials, Google slide presentations, video productions, graphic organizers, high-interest readings, audiobooks, etc. Active learning strategies are incorporated, such as cooperative learning, metacognitive strategies, class and small group discussions, problem-solving tasks, and hands-on activities. Students are encouraged to collaborate with peers and become active participants in the learning process. Educators use a mix of formative and summative assessments, as well as standard-based rubrics (to ensure equity and consistency) to gauge student's progression of learning. Students are given timely feedback to support improvement, thus giving students ownership of their learning. Despite the variety of instructional strategies that are incorporated there is always room to grow as a professional, and it's important to stay relevant in the latest methodologies and educational research</p> <p>Giving students a voice in the classroom, allows them a sense of validation and respect, thus fostering a sense of ownership over their learning. Students are often given options on what work to complete. For example, they are given multiple higher-learning questions, but are required to only answer a few of them, they are given project options, and various essay prompts to choose from. In the economics and business classes, students are offered opportunities to complete group projects. These projects allow freedom of choice. Science courses allow for students to select their topics for Google slide presentations. The ethnic studies course allows for students to choose to do an activism project on their choice of topic and can be presented in various formats including: a video, a poster, a song, or Google slide presentation. Similarly world history projects can be in slide, essay or poster format. Involving students in the decision-making</p>	<p><u>Evidence:</u></p> <p>Observations of classroom lessons including SEL lessons</p> <p>Discussions with teachers and students</p> <p>Course outlines</p> <p>Student Survey Data - June/July 2024</p> <p>College Night and Workshops</p>
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processes, such as selecting projects and questions, helps them develop autonomy. Thus, instilling an essential life skill: they want to actively participate in their learning. In classrooms, student work is posted and consistently changed out around the classroom to validate their growth and effort.

Students are provided with a diverse range of technology and digital learning tools to enrich their learning, classroom experience, and empower them to address real-world challenges. Canva, graphing calculators, Google Classroom and other Google Suite apps, Geogebra, Desmos, Delta Math, That Quiz, interactive Vivetek touchboard monitors, Chromebooks, calculators, Kami, Kahoot and online quizzes, iPad, Edpuzzle, Nearpod, Kahoot, Quizizz, Flocabulary, Everfi, Audiobooks, Google Suite, just to name a few are used at FRLHS. These tools provide students with accessible resources, and gamified learning platforms encourage engagement. 85% of students surveyed agree that they are given opportunities to use technology as a tool to assist in meeting course requirements and prepare them for college and careers.

Students are provided with lessons, projects, field trips, guest speaker sessions, primary source documents, DBQs, and real-world applications with content specific language and academic language. By incorporating hands-on experiences, such as science labs, field trips, community service projects, and business simulations, teachers engage students in active learning that fosters critical thinking and problem-solving skills. Through our school-wide SEL Tuesdays and within individual classrooms students receive help with soft skills such as effective communication, listening skills, empathy, responsible decision-making skills, and much more. The College and Career Center hosts a College and Career Fair for students in an attempt to expose students to different paths after high school. A “Seniors, What’s Next” presentation was held in the fall of the 2024-25 school year in conjunction with the annual College Night at one of the district’s comprehensive high schools to help students start to plan for their next phase after high school. There is a need to implement more guest speakers and outside of the classroom learning opportunities for students.

Summary Analysis:

Through the incorporation of multifaceted learning experiences, students are provided with the tools they need to flourish in life in and outside of high school. Enrichment activities bolster student learning by exposing them to real-world experiences. The most common opportunities include field trips, guest speakers, College and Career Center workshops for college applications/financial aid, relevant lessons, and latest technology. Projects that are incorporated into all subject areas help students develop the presentation and speaking skills they will need in almost any career and college course moving forward.

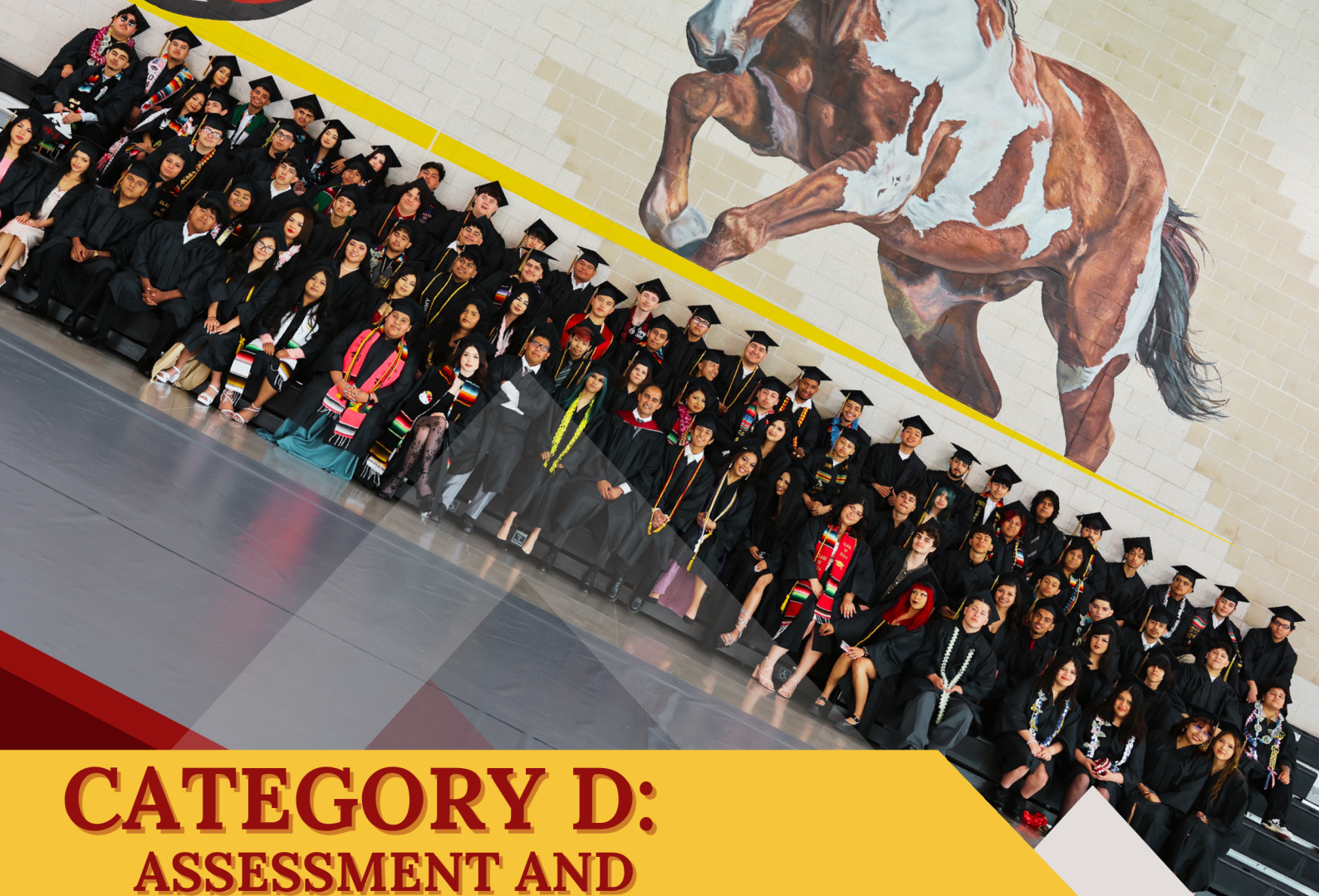
ACS WASC Category C. Learning and Teaching Summary

Areas of Strength

1. Scaffolding is happening on campus wide to help students build the skills necessary to become college and career ready.
2. There is a great deal of rigor and well-diversified curriculum across the disciplines.
3. Students have access to the latest technology, software, and Vivitek boards which enables students to continue learning while at home, enhances engagement, furthers research capabilities, and provides efficiency.

Areas of Growth

1. More outside of the classroom/textbook learning opportunities (field trips and guest speakers) need to be incorporated into the curriculum..
2. Continue to seek out additional professional development opportunities (workshops, conferences, online seminars) to remain current with the latest practices in education.



CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

<p>FRLHS collects student performance data from several sources which are reported regularly to all stakeholders at the various formal and informal meetings that occur on the school site and within the district. Opportunities for sharing the data occur at: Back-to School Night, Open House, Parent Advisory Meetings, Staff Meetings, Department Meetings, Leadership Team Meetings, Board Meetings, School Site Council Meetings, LCAP Meetings, Student Advisory Council Meetings, Counselor Task Force Meetings, and EMUHSD Board retreats. ELPAC and CAASPP scores are reported to the EMUHSD by the state. The district in turn provides the school with district-wide and school-wide summaries to be used to evaluate student learning and determine changes and adjustments to the curriculum offerings and instructional strategies used in the classroom. CAASPP results are mailed home, emailed, and available on the SYNERGY system through ParentVue so that parents are informed of their student's progress on the statewide standards. ParentVue and StudentVue also allows parents and students to see current grade results and missing assignments. Thus, parents and students have access to their most recent grades, progress towards graduation, and transcripts at any time. In addition, report cards are mailed home four times a year at the end of each quarter. Phone calls and ParentSquare are also used by teachers to keep parents up to date on student progress.</p> <p>The school's SARC, which is available in the school's front office and online (see evidence column) is an annual written report that provides the community/parents with up to date data for the school.</p> <p>To ensure consistency across the school, FRLHS is a competency based school. This means that students are told the minimum requirements they need for each class in order to pass the course with a grade of C or higher. No D letter grades</p>	<p>Evidence:</p> <p>Walkthrough Forms digital and available on site</p> <p>ELA CAASPP Math CAASPP</p> <p>Report Cards - can see onsite through SYNERGY</p> <p>Youth Truth Survey Results - Confidential Available on site</p> <p>Panorama Survey Results - Confidential</p> <p>FRLHS School Accountability Report Card</p> <p>Credit Completion by Teacher - WASC</p> <p>Calendar of monthly</p>
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<p>are issued as this grade does not demonstrate competency. English, social science, and math departments meet to ensure there is consistency in expectations as these are the only subject areas with multiple teachers instructing the same courses. Other departments only have one teacher and thus consistency is not an issue. Coordination between instructors in the same subject matter is facilitated via monthly department meetings.</p> <p>The school's Leadership Team has taken it upon themselves to continuously monitor data including: graduation rates, attendance rates, credit completion rates, suspension rates, CAASPP data, ELPAC data, YouthTruth Survey Results, Panorama Survey Results, Parent Survey Results, Student Survey Results, DASHBOARD, and LPAC data to make changes to the learner outcomes, WASC Action Plan, professional development time, and budget expenditures. District surveys and analysis of district-wide data are also used to plan professional development training. Below is a list of what has been done to change school programs, provide professional development activities, and where resources have been allocated:</p> <ul style="list-style-type: none"> • In 2023-24 the EMUHSD hired an outside consultant to investigate the reasons for such high failure rates district-wide in Integrated Math I. The district math TOSA, FRLHS Math Department and this company worked together to create a plan to address this issue. This company required a baseline assessment test be given to all students. The consultant then visited all school sites to observe, discuss and brainstorm. Assessment results and feedback from the consultant indicated that greater engagement and quarterly standardized assessment were two areas that the school would focus on. In addition, in order to support students who have low baseline assessment results, FRLHS will be piloting a skill building math course to be offered in conjunction with Integrated Math I during the Spring of 2025. • New biology textbooks aligned to NGSS standards. • Professional development training by SAVAAS representative and district TOSA in new Biology textbook. • Multipurpose Room/Gymnasium allowed for a total revamp of Physical Education activities (badminton, yoga, indoor flag football, indoor soccer, indoor wiffle-ball, basketball, and weight training). • District teacher's on special assignment, TOSAs and district office administration have been used to provide training during Launch Professional Development. • Additional social science/math teacher. • Dual Enrollment college courses offered on-site (8 different classes offered) in conjunction with Rio Hondo Community College to provide opportunities for students to become college and career ready under DASHBOARD guidelines. • Vivitek Boards updated in the majority of classes. • Middle College and Early College Grants (MCEC) - two grants awarded in June 2024 to help grow the Dual Enrollment Program (with Rio Hondo). • Purchase of additional high interest novels to expand literature offerings in English. • Purchase of science lab equipment including: genetic DNA kits, 	<p>department meetings and discussions with teachers</p> <p>Total Graduates</p> <p>NWEA Math Data for 2023-24</p> <p>Graduation Rates - Dashboard & Dataquest</p> <p>Suspension Rate</p> <p>Dual Enrollment</p> <p>Credit Recovery</p> <p>140+ Data Grad List - On Site - Available upon request</p> <p>Student Survey Data - June/July 2024</p> <p>Course Outlines - Available upon request - Google Drive shared with office Google Classroom</p> <p>Master Schedule 2024-2025</p> <p>Observations of classes for Vivitek and textbooks</p> <p>LCAP Information</p>
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<p>stethoscopes, hydroponic gardening towers, anatomy models, and lung model.</p> <ul style="list-style-type: none"> ● Expanded OPL course offerings to meet both general education and elective course offerings. ● ParentSquare communication system. ● Verkada security system for safety. ● Additional items for Wellness Center to address the social-emotional health of students. <p>Counselors actively track students with 140+ credits throughout the school to ensure that they are supported in meeting their goal of graduation in June. This list is shared with all teachers and updated continuously. Counselors use the SYNERGY system to continuously monitor grades. Since the school is on the quarter system, the counselors look at each student's progress a minimum of four times a year and make adjustments. In addition, the counselors are on supervision for every passing period, before school, after school, during nutrition, and lunch time which enables them to check in informally with students in regards to grades and social-emotional well-being.</p> <p>FRLHS partners with district leadership during walkthroughs, administrative meetings, and district retreats to assess learning, instruction, programs and data. Walkthrough data from 2022-2023 indicated that the district is focusing on engagement and active learning of students in the classroom in the 2023-2024 school year. A district task group worked together to formulate areas of focus based on walk-through data from the 2023-2024 school year. The evidence based practice (EBP) areas of focus for the 2024-2025 include: content and language objectives, welcoming environments, and student engagement.</p> <p>Discussions at district administrative meetings have resulted in an assessment of how the graduation rate is being reported for FRLHS. The accuracy of the formula being used has been called into question and school and district personnel are working together to find where the discrepancy lies.</p> <p>Summary Analysis:</p> <p>There are many opportunities for all stakeholders to annually review the data and make program adjustments based on their findings. This has resulted in several significant changes to the program to help students establish a strong academic foundation to be read for their post-secondary college and career options. The school along with district personnel use walkthrough data to ensure there is engagement with students participating in active learning.</p>	<p>SPSA - FRLHS</p>
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Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

<p>Instructors at FRLHS employ a variety of assessment strategies to evaluate student learning, modify instructional strategies in order to meet the diverse needs of the at-promise population the school serves. Within the core curriculum the following formal assessment strategies are used: quizzes, tests, experiments, individual/group projects, Google Slide presentations, yearbook production, and essays. Some examples of informal assessments include: quick writes, post-writes, practice tests, study guides, foldables, graphic organizers, peer evaluations, Google Slide presentations, critical thinking questions, metacognitive activities, connectivity questions, making predictions, and rough drafts. Students have multiple opportunities to demonstrate proficiency on assessments. 76% of students who answered the Panorama Survey feel that they can learn to correct their mistakes.</p> <p>Examples of assessments/activities that demonstrate growth and progress toward meeting the learner outcomes, academic standards, and college and career readiness expectations include:</p> <ul style="list-style-type: none"> • Essay writing in English and Social Studies • Primary Source Analysis in Social Studies • U.S. Policy Assignments - Social Science • Expository Writing Quiz - 9th & 10th English • Paragraph sentence framing - then phased out - 9th & 10th English • Google Slide Presentations in multiple subject areas • Oral Presentations • Completion of Math with Life Application classes • Math with Life Applications - Google Slide Presentation - Classroom Remodel Project • Budget Project - Math w/Life App - I.S. • Career Project/Drug Project in Biology - Google Slide Presentation • Dual enrollment college courses • Virtual Business (Restaurant) - Business classes • Practical Business Applications - Interview, Resume, Cover Letter, and Job Search • Google sheet math project involving extrapolation • Accounting google sheet assignments & excel assignments 	<p>Evidence:</p> <p>Google Classroom assignments</p> <p>Observations of lessons</p> <p>Discussions with teachers and students</p> <p>Sample work up in classrooms</p> <p>Panorama Survey Results</p> <p>Yearbook - available on site</p> <p>FRLHS Website</p> <p>Pictures of Mock-Trial</p> <p>Network Notebook - available on site</p> <p>SEL Lessons (emailed to all</p>
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<ul style="list-style-type: none"> ● Inquiry Based Research Assignments in Social Science ● Yearbook ● DBQ Analysis in Social Science ● Tax Preparation Assignment - Math w/Life App I.S. ● Lab Activities in Science - Gummy Bear, Growing seeds in biomes, Bird Beak Project, Heart Project (Group Activities) ● Classroom Presentations - Multiple subjects ● Reflection paragraphs in Art ● Art projects for emotional therapy ● Public speaking opportunities during: tours of new multi-purpose room (grand opening), Student Advisory Council, Blood drives, Mock-Trial, announcements for activities, and classroom presentations ● Network Notebook - Personal Finance ● Cumulative Economic Project focusing on supply and demand ● Mock Trial in Government ● Careers in Health & Case Studies ● Nutrition Plan for healthy lifestyle - Physical Education ● Connection between Weight-Room Equipment & Muscle Group Targeted - for healthy lifestyle - Physical Education ● SEL weekly lessons ● Research for various assignments <p>Students must earn a 70% or better in their courses in order to receive credit. Teachers, students, parents and counselors can monitor student progress via Google Classroom, StudentVue, ParentVue, and SYNERGY. This allows for timely reporting of grades and progress. 96% of parents who completed the survey in the Fall of 2024 agree that they receive accurate, clear and timely advice from the staff regarding their student's academic and social-emotional progress. Various data is collected including: credit completion data, graduation rate, attendance rate, walk-through data, suspension rate, possible grad list, CAASPP data, ELPAC data, DASHBOARD data, dual enrollment data, credit recovery data, etc.</p> <p>Teachers provide timely feedback by to students by:</p> <ul style="list-style-type: none"> ● Walking around and checking work as students are completing lessons ● Using GoGuardian, Kami, and other software programs to provide instant feedback ● Using Google Classroom to constantly update grades that are linked to SYNERGY system. ● Chunk Method for essay development and evaluation ● Weekly points updated - Physical Education ● Using highlighting method in English - to quickly check student work ● Using shared documents in google classroom to allow for instant feedback on essays <p>The teaching staff at FRLHS uses a variety of methods to gauge student learning and understanding. Most courses are taught by one instructor, but the</p>	<p>teachers)</p> <p>NWEA Math Data for 2023-24</p> <p>Google classroom lessons - available on site</p> <p>Parent Survey Results 2024-25</p>
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core courses have the support of department members to collaborate and analyze data to adjust curriculum and instructional modifications. Additional support is provided via walk-throughs and administrative observations. Below is a list by department of how formative and summative assessments are used to guide, modify and adjust curricular and instructional approaches.

Math: The math department is a uniform cohesive unit of four teachers who work together to help students understand the difficult math concepts they are learning. The department uses a summative final exam at the end of each quarter. Periodic quizzes are used during the course to determine which areas need to be retaught. Spontaneous daily questioning along with student boardwork allows for the teachers to determine what needs to be retaught. In the 2023-24 school year, the district began working with NWEA testing to further assess students and determine growth and potential towards meeting and exceeding the standards as indicated on the CAASPP.

English: In the English Department, three instructors use a variety of methods to gauge what needs to be retaught. Quick Writes and exit tickets are used to inform one instructor the extent the students understand the skill/theme they are exploring. Pre-reading essays are also used. Discussions, Quizziz.com, and google forms are used to determine what needs to be reinforced. One instructor uses the highlighting method to determine understanding of paragraph structure and uses Google Documents to further explain when students have difficulties. Quizzes are administered over grammar sections. The third instructor uses 4 Thought Organizers, closed reading tasks, post-writes and “gradual release of responsibility” method to coach students into writing essays.

U.S. History: The instructor uses the results from daily worksheets and assignments along with class discussions to determine what topics need to be retaught before DBQs, posters, Google Slide presentations are used as summative assessments.

World History: Summative assessments are given using the Kahoot! online game format to cover unit quizzes. A final exam in paper form with multiple choice, fill-in the blank, short answer responses, and long written responses (involving critical thinking) is given and covers the entire semester’s material.

Government/Economics: For each topic lesson, students are quizzed and based on the score, they may be assigned remediation suggestions. Students can raise their quiz/test scores by completing enrichment activities. This enables the instructor to adjust the lessons accordingly. A summative assessment in the form of a mock-trial is used in Government. The Taste of Ledesma/supply and demand project is the summative project in Economics.

Health: The instructor uses review lessons and topic tests to assess learning and make adjustments to instruction to better meet the needs of the students. Opportunities for discussion and in class case studies help to reinforce the

health concepts.

Physical/Earth Science: The teacher uses formative to assess students once the unit has been completed. The instructor uses the socratic method of inquiring while teaching the lesson to check for understanding.

Biology: The teacher uses Quizziz as a formative study guide with the students to get an idea of where students are struggling. Then the teacher reteaches these concepts before a formal assessment using Quia is given. This allows him to adjust and modify lessons before teaching again. Further discussion and reteaching may follow assessment results.

Business: Student work is continuously monitored to determine which areas need to be retaught so students have a greater understanding of the material. Curriculum is modified to include more examples and practice problems in deficit areas. Students may also be given more time to complete lessons. Students have at least two chances to take tests during class, lunch, and after school to show proficiency. Students receive Mifi and chromebooks to do make-up work if absent.

Physical Education: The instructor observes students performing physical and weight training activities and reteaches in a small group or one-on-one basis for students who need additional instruction.

Art: Students are provided with the opportunity to select art projects that highlight their particular talents and interests. Students evaluate and explain by writing an art reflection assignment on how they incorporated colors, the elements of art, and principles of art. They are evaluated and assessed based on their art projects, midterm and final exam. Students also evaluate the teacher as to what they liked in the course or suggest for next time, as well as complete a self-evaluation question.

Personal Finance: Multiple opportunities for mastery. Each student is provided with Everfi modules with formative assessments in which students must score a 70% or higher on a module to move on to the next concept. Discussion questions are asked at the end of each module to provide an opportunity for students to demonstrate knowledge gained. Students are assigned a Networking Notebook Project as a summative assessment.

Summary Analysis:

A variety of assessment strategies are used to meet the needs of the diverse student population the school serves. 91% of the parents surveyed in the Fall of 2024 agree with this statement. Common assessments using NWEA are used in math. Other subjects are taught by only one teacher enabling consistency. Integration of the college and career readiness standards are embedded into daily class assignments. Since a majority of the students go on to further their education at the local community college, there is a strong need to prepare the students for what they will see in these post-secondary courses. Bringing college instructors on site to teach dual enrollment courses has enabled the school to see what types of lessons are expected at the

collegiate level.	
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ACS WASC Category D. Assessment and Accountability Summary

Areas of Strength

1. Multiple methods of assessing students are used to meet a variety of learning needs.
2. Data and assessment results reported to all stakeholders using a variety of methods.
3. Students are given multiple opportunities for reassessment.
4. The school's leadership team continually reviews data to make adjustments to the school's programs.

Areas of Growth

1. Continue to work on implementing strategies via NWEA to improve passing rates in mathematics and English courses and meeting/exceeding standards on CAASPP testing.
2. Continue to follow district guidelines and focus areas based on walk-through data and initiatives.
3. Continue to work with the EMUHSD to obtain more accurate data and reporting of the graduation rate as reported on the DASHBOARD.



CATEGORY E:

**SCHOOL CULTURE AND SUPPORT FOR
STUDENT PERSONAL, SOCIAL-EMOTIONAL,
AND ACADEMIC GROWTH**

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

<p>FRLHS encourages regular parental and community involvement including being active partners in the learning process of their students. On the first day of school, parents complete the online registration and attend the first intake to work with the student and counselor to plan out the educational path for their child. They are shown how they can keep informed on the grades, attendance, and progress of their student by using ParentVue on the SYNERGY system. Parents and community members are encouraged to participate in school affairs including:</p> <ul style="list-style-type: none"> • Open House • Back to School Night • Enrollment • Parent Advisory Committee Member • School Site Council Committee Member • Surveys and Questionnaires • Board Meetings • LCAP Meetings • Parent Workshops • IEP Meetings • School Activities (Blood Drives, Taste of Ledesma, Mock Trial, Graduation, Gym Grand Opening, Grad Night) • District Activities (Tamalada, College Night, Lunar New Year Celebration, Posada Celebration, Trunk or Treat, Caballeros & Wings Conferences, etc.) • Coffee with the Principal <p>All of these opportunities enable the staff to develop connections and build a strong rapport with students, parents and community members. FRLHS keeps in regular contact with the parents via ParentSquare. This format is used by the administration to send out important communications highlighting significant dates on campus including: college night, FAFSA workshops, school blood drives, holidays, parent workshops, after school programs, senior events, etc. Teachers use the ParentSquare format to contact parents. Phone calls/flyers are done both in English and Spanish since over 90% of the families are Hispanic. Parents receive the following information throughout the school year:</p>	<p><u>Evidence:</u></p> <p>Observations of SYNERGY System</p> <p>Observations of new student enrollment process</p> <p>LCAP Meeting Agenda</p> <p>Board Meeting Documents</p> <p>YouthTruth Summary Data - more in depth data available on site</p> <p>Yearbook available on site as evidence of various school events</p> <p>Discussions with staff on PD opportunities</p> <p>Observations of supervision of school during passing periods</p> <p>School Events 2024-2025</p>
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<ul style="list-style-type: none"> ● Phone calls via ParentSquare regarding absences ● Text messages via ParentSquare regarding absences ● Report Cards ● Emails regarding school events via ParentSquare <p>Professional development opportunities have enabled staff to attend workshops in the following areas to help further support students:</p> <ul style="list-style-type: none"> ● Anxiety ● Suicide Intervention/Prevention ● Bullying Prevention ● Hazel Health ● LGBTQ+ Training ● ParentSquare <p>Ethnic studies is a mandatory EMUHSD course that is taught on campus to help students gain a broader understanding of cultural and personal differences in order to foster an inclusiveness and understanding of others.</p> <p>A welcoming, supportive culture is evident from the moment a person steps onto campus for the first time. This begins with the staff that stands outside of school waiting for students to arrive and greeting them with a smile and “good morning” as they start their day. Campus supervisors, administration, counselors, teachers and support staff are outside during passing periods, lunchtime, and after school to make sure that conflicts are kept to a minimum and safety is a top priority.</p> <p>The new school gym (completed in December of 2022) has become a gathering place for students and staff to work out together during lunch and after school to bond over fitness and maintaining a healthy lifestyle. School blood drives provide the students and staff the opportunity to work together to collect blood three times a year to help extend the life of patients at the City of Hope. Taste of Ledesma provides an opportunity for students and staff to work together in teams to fundraise and compete in a food fair environment that involves a business plan. Student advisory and parent advisory committees allow students, parents and school personnel to work together to achieve school goals. 83% of the parents who completed the survey in the Fall of 2024 agree that FRLHS involves parents and community members in exploring solutions to problems and concerns facing students. Back-to- School Night and Open House BBQ allow are events that also foster communication and bonding between all school stakeholders. Leadership Team meetings allow for a shared decision making process and creates further stronger bonds between staff as they work toward school improvement.</p> <p>Community involvement is encouraged and nurtured by relationships employees continue to have with local organizations that support the school and students in a variety of ways. These partnerships have resulted in internships for students, community outreach, employment opportunities for students, scholarships, and resource materials for classes. These local organizations/people include:</p>	<p>FRLHS-Scholarship Information 2023 & 2024</p> <p>Observations of LEARN/PREP clubs and yearbook photos</p> <p>Panorama Survey Results</p> <p>Pictures of various school events, field trips, etc. in classrooms and annual Yearbook available on site.</p> <p>Discussions with staff and students</p>
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- Longo Toyota - Scholarships
- The El Monte Women's Club - Scholarships
- San Gabriel Valley Business Leadership Foundation - Scholarships
- El Monte Union Education Association - Scholarship Fund
- El Monte Police Department - Resources
- Fernando R. Ledesma High School Certificated Staff - Scholarships
- Kaiser Permanente - Internships & Employment opportunities
- Hispano Americano - Scholarships
- West San Gabriel Valley Administrators Association - Scholarships
- City of Hope - Senior Honor Cord Program, Field Trip, Guest Speakers
- Edward K. Guerrero - Scholarships
- La Historia Society - Scholarships
- Local businesses, city leaders - Wings and Caballeros Conferences
- Helen Ledesma Bartolotti - Financial Assistance
- Club Durazo - Scholarships
- Rio Hondo College - Representatives on campus weekly to assist with transition to local community college & dual enrollment classes
- Enki - counseling services
- Foothill Family - counseling services
- Pacific Clinics - counseling services
- Alma Family Services - counseling services
- Eggleston - counseling services
- Maryvale - counseling services
- D'Veal Family and Youth Services - counseling services

The LEARN/PREP Program offers opportunities for students to further bond with each other and school personnel via the various club, field trip, and lunch-time activities. Students are able to give input as to the types of clubs they would like to see on campus as well as where they would like to visit in the community. Some of the various clubs over the past few years have included: Lego Club, Fitness Club, DJ Club, Music Club, Tutoring, Wellness Club, Craft Club, and Teen Center. Students have been able to visit the: Aquarium of the Pacific, Griffith Observatory, Cheech Marin Museum, Riverside Art Museum, Museum of Tolerance, roller skating rink, hiking opportunities, UCSB and UC Irvine to meet the diverse interests of the students on campus. 90% of the parents who completed the survey in the Fall of 2024 agree that FRLHS provides ways for their student to extend their learning through participation in co-curricular activities.

According to the most recent Panorama Survey results (Spring 2024), 69% of the students feel there is a staff member on campus they can count on to help and support them no matter what, and according to the YouthTruth Survey (Feb., 2024) 64% of the students feel the adults on campus treat them with respect. Yet, the same survey results indicate that only 40% of students feel like they are a part of the school community. The school needs to work on building stronger connections with students.

<p>Summary Analysis:</p> <p>The school encourages community involvement in the lives of students in a variety of ways including: guest speakers, scholarship support, internship opportunities, presentations, and membership on advisory committees. Communication with all stakeholders starts with an open-door policy and continues with email, chat, phone calls, special school events, committee participation, ParentSquare, and ParentVue communications. Additional growth area includes finding ways for staff to build ties with students.</p>	
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Criterion E2: School Culture and Environment

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

<p>FRLHS prides itself on providing its students with a safe and clean environment where they feel supported and are able to learn. The school is a closed campus, which provides a high level of security for its students. There is one entrance into the school. All visitors must sign-in at the front office using the Verkada system, where they receive a visitor picture ID pass. The system notifies the employee via email that there is a person on campus to see them. In addition, this system is used by parents to check out students when they leave campus early. 89% of the parents surveyed in the Fall of 2024 and 91% of students completing the Spring 2024 Panorama survey feel the school is a safe place.</p> <p>There are two campus supervisors on site who continuously monitor the campus with high priority to the entrance and restroom areas. Administration, counselors, teachers, community liaison, School Resource Officer, and support staff all assist campus supervisors before school, passing periods, nutrition, lunchtime, and after school. This serves as a deterrent to negative behaviors and also helps give students an additional way to bond with the staff. Paraeducators are assigned and rotated among the classes to support students in their academic learning but this also helps with classroom management and discipline issues. Additional safety systems the school uses are:</p> <ul style="list-style-type: none"> • VIMonitors is the 30 continuous recording camera monitoring system that is placed in 30 different locations around the school • Phone application used by administration, counselors, and campus supervisors to monitor 30 cameras from anywhere. • Verkada has a sensor system that is used to monitor vaping and smoking in the restrooms. • Random searches of backpacks of all students is done so that students do not bring any items that should not be at school. • Crisis Management Plan is updated annually with practice earthquake/disaster drills so all stakeholders know the proper procedures to follow in the event of an emergency. • Catapult Emergency Application used to monitor emergency situations and alert/communicate with all staff EMUHSD personnel. • School Resource Officer assigned one day a week to campus and available if needed additional days. • Emergency backpacks and supplies in every classroom/office. 	<p><u>Evidence:</u></p> <p>Observations of Verkada visitor system</p> <p>Observations of passing periods, lunch, before school etc.</p> <p>Observations of monitors/IPads</p> <p>Observations of GoGuardian</p> <p>Yearbook - Available on site for evidence of field trips, school events, etc.</p> <p>Observations of Wellness Center</p> <p>Observations of SEL Lessons</p> <p>Observations of students in peer support</p> <p>YouthTruth Summary Data- In depth analysis is confidential but can be viewed on site</p> <p>Observations of Office/Classrooms for safety supplies</p>
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<ul style="list-style-type: none"> • AED - Defibrillator in two offices • Narcan - located in two offices and with two counselors <p>Two main systems are used by the EMUHSD to monitor Internet safety. Palo Alto is the main firewall system that is used and is approved by CIPA and COPPA to monitor student activity on their computers. GoGuardian is used by teachers, administrators and counselors to monitor student activity. GoGuardian alerts counselors and administration if students are doing internet searches on topics that could result in dangerous situations including: suicide, self harm, sexual topics, and other sensitive topics. Teachers import their Google Classroom rosters into the GoGuardian website so they are able to monitor every computer screen via their monitor. This allows them to send private messages, close tabs, or freeze screens if students are not on task or searching inappropriate items. All teachers who use GoGuardian have taken professional development training on the software.</p> <p>The culture of the school is one of caring and concern where all staff members strive to ensure that students feel supported. Each staff member tries to forge bonds and create trust to help guide students in their academic pursuits and their emotional well-being. 91% of the parents surveyed in the Fall of 2024 are satisfied with the guidance and support their student receives from their guidance counselor. Staff members try to make ties with students when they have problems, they can go to a responsible adult for help and advice. The staff realizes that many students spend more time on campus than they do in their own homes. Teaching is only one aspect of their jobs. Teenagers need positive adult influences in their lives. Teachers serve as role models for behavior and professionalism. Communication between students and staff builds trust and lasting relationships. Although 75% of students surveyed (Panorama Spring 2024) feel there are adults they can go to for help if they need it, and 80% feel that the teachers are respectful towards them, only 33% of the students feel connected to the adults at school. This is an area that can be improved upon.</p> <p>The SEL weekly lessons along with the Wellness Center help to establish and foster growth in the emotional well-being of students. Individuality is appreciated and accepted on the diverse campus.</p> <p>Trust, respect, equity and professionalism are fostered at the school through various means. These include:</p> <ul style="list-style-type: none"> • Students placed in classes as peer support to provide academic support • Student Advisory Council - school and district level where students have a voice in district and school affairs • Yearbook - entirely student produced via the commercial art and yearbook classes • Field Trips - students are taken out in the community to museums and other activities • City of Hope Blood Drive Student Recruiters • Shared decision making process via department meetings, 	<p>Discussions with SRO</p> <p>FRLHS-Scholarship Information 2023 & 2024 - for scholarship and community awards</p> <p>Parent Survey Results 2024-25</p> <p>Panorama Survey Results</p>
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<p>leadership team meetings, board meetings, student advisory meetings, LCAP meetings, DELAC meetings, parent advisory meetings, school site council meetings</p> <ul style="list-style-type: none"> • Professional development training for all staff in various topics - drug abuse, narcan, anxiety, suicide prevention, Google Suite, ChatGPT, SYNERGY, college/financial aid workshops, academic discussions, formative assessments, building supportive environments for students, and employee personal wellness • 86% of certificated staff have a master's degree or counseling credential indicating the staff has gone above to ensure the highest degree of professionalism • Student of the Month Awards - high expectations for all • Credit Completion Awards - high expectations for all • Senior Luncheon Scholarship and Awards Ceremony - high expectations for all • Students have a say in the types of clubs that are offered through LEARN/PREP after school. Clubs over the past few years have included: Fitness Club, Tutoring Club, Bike Club, Lego Club, Art Club, Wellness Club, Music Club, and DJ Club. <p>Results from the February 2024 YouthTruth Student Survey indicated that 64% of the 260 students surveyed feel that adults at the school treat them with respect. 69% of the students indicated that the adults at FRLHS respect people from different backgrounds (i.e. people of different races, genders, and ethnicities.)</p> <p>Summary Analysis:</p> <p>The school culture and environment has a positive impact on student learning and well-being by creating a safe, supportive atmosphere where students feel welcome and accepted. When students are in clean classrooms where teachers strive to use a variety of instructional strategies to meet the diverse learning population needs they will thrive and make progress towards achieving their academic and personal goals. When they are introduced to the tools they need to be socially/emotionally aware and provided with tutoring, instruction, and extra attention in their classes, they realize that they have the potential to succeed as long as they are willing to do the work.</p>	
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Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

<p>Due to the very nature of the continuation high school, FRLHS has multi-tiered supports to ensure students are learning and are able to be college and career ready. Every student receives a personalized schedule to meet their academic needs. The school offers flexible day or afternoon scheduling along with Independent Study to meet the variety of needs. Credit recovery and dual enrollment college courses enable students to have access to additional classes that are not offered during the regular school day on campus.</p> <p>In each classroom, teachers implement a variety of instructional strategies to meet the diverse learning needs of the student population. Paraeducators assist teachers to provide additional one-on-one and small group support. Technology, audio/video support, graphic organizers, small group activities, lab activities, field trips, high interest reading material, discussions, Google Classroom, course outlines, study guides, vocabulary activities, RSP support in academic courses, RSP study skills, and after school tutoring are a few of the supports in place to assist students in being successful in achieving their academic goals.</p> <p>MTSS is used for behavior issues which are often resolved with one-on-one discussions between the student and teacher. However, if necessary, phone calls to parents and meetings involving the parent, teacher, student, and counselor are implemented to address the behavior. School Resource Officers are also used to address behavioral expectations.</p> <p>Student's emotional well-being is supported by the two counselors. In addition, FRLHS has a Wellness Center to assist with SEL. It is open daily during nutrition, lunch-time and after school so students can drop in and talk with a licensed therapist. Students can also request to go during a class period if they are struggling and need extra support. De-stressing activities are available. The therapist coordinates with the counselors if the student needs additional referrals to outside support agencies (including Foothill Family, Enki, and Pacific Clinics) for follow-up guidance. The Wellness</p>	<p><u>Evidence:</u></p> <p>Observations of Wellness Center</p> <p>Observations of SEL Nearpod Lessons & SEL Google Slide lessons</p> <p>Observations of 2nd & 5th Period</p> <p>Paraeducators Personnel List</p> <p>Observations of classes</p> <p>Mock-Trial Pictures</p> <p>Taste of Ledesma Pictures</p> <p>Discussions with guidance counselors</p> <p>Student Survey Data - June/July 2024</p>
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<p>Center also offers monthly workshops to address specific teen topics including: anger management, healthy decision making, substance abuse, bullying prevention, teen dating and violence, suicide prevention, coping with anxiety, LGBTQ+ information, etc. Foothill Family is on campus weekly hosting SMART(Safe, Mutual, Accountable, Respect, Trust) Group meetings. The meetings are offered over a ten week period that then cycles again with a different group of students. Students learn about healthy relationships between parents, significant others, friends, etc. and discuss topics including: relationship problems, toxic love, and communication skills.</p> <p>Weekly SEL lessons are done in every 2nd and 5th period to help students be proactive in learning techniques to support their emotional well-being and growth. Lessons use the Nearpod technology platform and have included: Building a School Community, Growing as a Person, My Emotional Cup, Sense of Belonging, Socratica Growth Mindset, Grit-Expanding Your Growth Mindset, Time Management, Active Listening, Thinking Positive, Meeting Your Needs, I Messages, and Screen Time. In the 2024-25 school year, the school used the Google Slide format for the SEL weekly lessons. Topics this school year have included: Finding solutions, managing anxiety, procrastination, and the five love languages.</p> <p>According to the student survey administered in the spring and summer of 2024, 76% of students agree that the school supports their social emotional learning through classroom lessons, one on one counseling and the Wellness Center. This data confirms that these programs are impacting students' well-being in a positive manner.</p> <p>Since FRLHS is a continuation high school and the majority of students who attend the school are severely deficit in credits, the focus of the school is on academics and making progress towards getting caught up on graduation requirements. Extra-curricular activities are not as extensive as they are at the comprehensive high school. However, there are many ways for students to become involved in co-curricular and school activities. These activities include:</p> <ul style="list-style-type: none"> ● Mock Trial (Government) ● Taste of Ledesma - Food Fair/Business Group Project (Economics) ● Lunchtime Staff & Student Basketball/Soccer Recreation ● Student Advisory Council ● Kaiser Permanente Internship (Annually - Summer 1-2 students) ● LEARN/PREP Activities - Lego Club, Tutoring Club, Fitness Club Craft Club, and Wellness Club ● Field Trips - City of Hope, Griffith Park Observatory, Aquarium of the Pacific, LACMA, Roller skating, local hikes, UC Santa Barbara, UC Irvine, Museum of Tolerance, Riverside Art Museum, The Cheech Marin Center, and Sofi Stadium ● Grad Night - Universal Studios ● Pomona Drag Races NHRA YES! - career opportunities ● Guest Speakers (Army, Navy, Marines, Adult School, City of Hope) ● City of Hope Blood Drives/Senior Honor Cord Program 	<p>Discussions with students</p> <p>Pictures of field trips, Grad Nite, guest speakers, blood drives up in classrooms</p> <p>Yearbook photos document many of the activities</p> <p>FRLHS Website for pictures of various activities and flyers of various events</p>
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<ul style="list-style-type: none"> ● Caballeros Men’s Conference ● Wings - Women’s Conference <p>Students deepen their understanding of themselves by taking a variety of courses which allow them to see which they enjoy and excel in and would like to pursue higher knowledge in. These courses are offered via the regular program, credit recovery, and dual enrollment college courses. In addition, the weekly SEL lessons during 2nd and 5th period offer time for reflection and growth. They are able to make community connections by participating in Student Advisory, City of Hope Blood Drives, Kaiser Permanente Internship, and Caballeros/Wings Community Conferences. Rio Hondo Community College Representatives are on campus weekly to assist students with the transition from high school to the local community college. In addition, students are able to enroll in a dual enrollment college course entitled Counseling 101 which helps students bridge the gap between high school and college. 89% of students completing the FRLHS Student Survey in June 2024 felt that they are able to set personal academic goals and make informed decisions that will positively impact their community.</p> <p>Summary Analysis: FRLHS has a multi-tier system of supports embedded into its program. Since the majority of students who attend FRLHS have not been successful at the traditional setting, the school employs many techniques to ensure students are achieving their goals. Flexible scheduling with additional class opportunities, a variety of instructional strategies, paraeducators, tutors, Wellness Center, SEL weekly lessons, outside support agencies, co-curricular activities, and community outreach are used to support all aspects of student life.</p>	
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ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Areas of Strength


1. Parents/Community members and students have a variety of opportunities to get involved in school affairs and have shared input.
2. The school uses a variety of methods to communicate with parents and make sure they are continuously updated including: SYNERGY, Google Classroom, ParentVue, ParentSquare, and phone calls.
3. The school has many strong partnerships with local businesses and community organizations to further support the students at FRLHS.
4. Safety is a top priority at FRLHS with campus supervisors, staff, cameras, sensors, and police playing an integral role in ensuring the campus is secure.
5. Social-emotional learning is of utmost importance at FRLHS as demonstrated by: the Wellness Center, SEL weekly lessons, and partnerships with local counseling agencies.
6. Personalized activities, field trips, tutoring, and after-school activities are available to the students.
7. The Multi-purpose room provides community access, guest speakers, seminars, staff development, and testing to support the entire community.

Areas of Growth

1. FRL needs to improve in strengthening the relationships between students and staff so they feel supported in challenging times and develop stronger ties to the school community.
2. FRL needs to continue to find ways to engage parents in the school community.
3. Continue to expand LEARN/PREP extra-curricular activities to enable students to develop greater bonds to school and staff.
4. Offer a leadership skills course for students to help them gain valuable skills necessary for post-secondary success.
5. Continue to improve attendance.

Prioritized Areas of Growth Needs from Categories A through E

- Continue to work on informing a greater number of parents and community members of the opportunities they have to participate in the governance of the school.
- Continue to expand vocational and elective course offerings for students to further develop college and career readiness skills
- More outside of the classroom/textbook learning opportunities (field trips, guest speakers) need to be incorporated into the curriculum.
- Continue to work on implementing strategies via NWEA to improve the passing rates in English and mathematics courses and meeting/exceeding the standard on CAASPP.
- FRL needs to improve in strengthening the relationships between students and staff so they feel supported in challenging times and develop stronger ties to the school community.



A good school is
the price of peace
in the community
— Ursula Franklin

CHAPTER 4:

SUMMARY FROM ANALYSIS OF
IDENTIFIED MAJOR STUDENT
LEARNER NEEDS

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

	PRIORITIZED STRENGTH	PRIORITIZED GROWTH
<u>CATEGORY A</u> (ORGANIZATION)	The LCAP, SPSA, and WASC Action Plan are coordinated and are the driving forces behind the school.	Continue to work on informing a greater number of parents and community members of the opportunities they have to participate in the governance of the school.
<u>CATEGORY B</u> (CURRICULUM)	Curriculum is aligned with current national, state and district standards and the learner outcomes.	Continue to expand vocational and elective course offerings for students to further develop college and career readiness skills.
<u>CATEGORY C</u> (LEARNING & TEACHING)	There is a great deal of rigor and well-diversified curriculum across the disciplines.	More outside of the classroom/textbook learning opportunities (field trips, guest speakers) need to be incorporated into the curriculum.
<u>CATEGORY D</u> (ASSESSMENT & ACCOUNTABILITY)	Multiple methods of assessing students are used to meet a variety of learning needs.	Continue to work on implementing strategies via NWEA to improve the passing rates in English and mathematics courses and meeting/exceeding the standard on CAASPP.
<u>CATEGORY E</u> (CULTURE, SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH)	Social-emotional learning is of utmost importance at FRLHS as demonstrated by: the Wellness Center, SEL weekly lessons, and partnerships with local counseling agencies.	FRL needs to improve in strengthening the relationships between students and staff so they feel supported in challenging times and develop stronger ties to the school community.

Summary:

The prioritized growth areas listed above were based on analysis of the student profile data and the focus group findings. A small summary for each growth area follows.

Category A: In discussions with staff and observations of parent meetings/activities, it is challenging to get parents to participate in the governance of school affairs despite having translators and a variety of meeting times and types of meetings. Because this goal is in alignment with the SPSA and LCAP it will continue to be a goal of the WASC Action Plan.

Category B: 82% of the students surveyed (June/July 2024) feel that their courses prepare them for the future while only 48% feel that the school has helped them develop the skills they need for college level classes based on the YouthTruth Student Survey. This discrepancy indicates a need to provide additional elective and vocational education courses to help students develop their college and career readiness skills.

Category C: According to the YouthTruth Survey of February 2024, only 40% of the students surveyed feel that the school has helped them figure out which careers match my skills and interests, while only 47% surveyed feel that the school helps them understand the steps they need to take in order to have the career they want. Although both of these percentages are higher than the typical EMUHSD school survey results, they do indicate an area that needs to be improved upon. In order to bridge this gap, the school feels that guest speakers and field trips involving careers can help students develop these connections.

Category D: The CAASPP data in the student profile section indicates that currently only 17% of students are meeting/exceeding the standards on the English section while only 1% of students are meeting/exceeding the standards on the math section of the test. The school is attempting to remedy this situation by incorporating additional NWEA assessments in math and an additional math course into the master schedule to support this growth area. The same process is looking to be expanded to the English department.

Category E: According to the YouthTruth Student Survey only 38% of students feel a sense of belonging or part of the school community. Strengthening this bond will make students more apt to attend class, be engaged and completing assignments resulting in higher attendance, credit completion and graduation rates.

Our analysis of our programs confirms our identified student learner needs identified below:

Goal #1.) Students need to further develop their English and math skills to be able to earn a met or exceeded standards rating on the CAASPP.

Goal #2.) Students need to develop stronger bonds and relationships to have a sense of belonging at FRLHS.

Goal #3.) Students need to improve their attendance and credit completion rate in order to have greater success in achieving their goal of graduating high school.

Goal #4.) Students need additional opportunities to become college and career ready through expanded elective and college courses.

This results in two major themes of Increasing Academic Achievement and School Engagement



CHAPTER 5:

SCHOOLWIDE ACTION PLAN

Chapter 5: Schoolwide Action Plan

Fernando R. Ledesma High School Action Plan 2024-2025

Action Plan Goal #1: Increasing Academic Achievement

Improve student academic achievement by increasing the percentage of students who meet or exceed standards on the CAASPP, increasing the graduation rate, and increasing the number of students who are college and career ready.

Alignment with LCAP/SPSA Goals:

- LCAP Goal #1: Provide all students with effective, engaging instruction in clean and well maintained facilities that will allow them to focus on academic achievement.
- LCAP Goal #2: Provide all students with the knowledge and skills necessary for them to graduate college and career ready.
- LCAP Goal #3: Provide support, resources, and services to ensure every student reaches a high level of academic achievement.
- LCAP Goal #6: By May 2027, Fernando R. Ledesma High School (FRLHS) will increase engagement and outcome for English learners, Homeless, Hispanic and Socially Economically disadvantaged students by providing targeted resources and support that will allow them to graduate from high school college and career ready, as measured by the college/career indicator and 5-year graduation rate.
- SPSA Goal #2: FRLHS students will show progress towards increasing the percentage of students who meet or exceed the standards as defined by the English CAASPP as measured by the 2022-2023 data.
- SPSA Goal #3: FRLHS students will show progress towards increasing the percentage of students who meet or exceed the standards as defined by the math CAASPP as measured by the 2022-2023 data.

Major Student Learner Needs:

1. Over 80% of the students tested did not meet or exceed the standard of the English CAASPP.
2. Over 90% of the students tested in the “not met” standards category of the math CAASPP.
3. The graduation as calculated through the DASHBOARD is 48%.
4. The CCI is at 5.2% for the 2023-24 school year.

Identified Schoolwide Growth Area (Goals listed on page 75)

Goal #1: Students need to further develop their English and math skills to be able to earn a met or exceeded standards rating on the CAASPP.

Goal #3: Students need to improve their attendance and credit completion rate in order to have greater success in achieving their goal of graduating high school.

Goal #4: Students need additional opportunities to become college and career ready through expanded elective and college courses.

ELA Goal Based on Data		
Student Group	23/24 CAASPP Data	Goals
Schoolwide	17% met or exceeded standard	23% of students will meet or exceed standard by 2026/27 school year
Math Goal Based on Data		
Student Group	23/24 CAASPP Data	Goals
Schoolwide	0% met or exceeded standard	5% of students will meet or exceed standard by 2026/27 school year
Graduation Rate Goal Based on Data		
Student Group	2024 Graduation Rate	Goals
Schoolwide	48% from Dashboard 55% on internal calculation	54% on Dashboard 61% on internal calculation
CCI Rate Based on Data		
Student Group	CCI Rate for 2024	Goals
Schoolwide	5.2%	11.2% based on Dashboard

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Begin process of implementing NWEA in English to support English literacy specifically targeting student's deficient areas.	Pre and post test scores of students on NWEA assessments CAASPP data	Beginning in the fall of 2025, all juniors will have a baseline score for the NWEA English exam. A growth goal for each junior in English will be determined. By the spring of 2026, all juniors who pre-tested will be given a post-test and show at least 2 point improvement.

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Continue to use NWEA in math to support mathematics foundation building.	Pre and post test scores of students on NWEA assessments CAASPP data	Beginning in the fall of 2024, all juniors will have a baseline score for the NWEA math exam. A growth goal for each junior in math will be determined. By the spring of 2025, all juniors who pre-tested will be given a post-test and the FRLHS average RIT score will increase from 222 to 224.
Additional math courses to build foundations and extend beyond IM1 to prepare for college.	Master Schedule Student enrollment Student grades in course	The percentage of students who move from not met to nearly met on the CAASPP will increase from 6% to 9%. The percentage of students who moved from nearly met to meet or exceeds standards will increase from 0% to 3%.
Continue to offer after school tutoring to assist students in core areas of mathematics and English.	Tutor logs	Of the number of students who attend tutoring 10% will pass their math/English course.
Continue to offer professional development opportunities to help teachers better prepare students for math and English CAASPP.	Professional development agendas Discussions with teachers PD handouts CAASPP Data	The percentage of students who move from not met to nearly met on the CAASPP will increase from 6% to 9%. The percentage of students who moved from nearly met to meet or exceeds standards will increase from 0% to 3%.
Continue to offer online credit recovery, dual enrollment, and CTE courses to provide students with opportunities to make up additional credits.	Enrollment figures for credit recovery, dual enrollment and CTE courses.	70% of the FRLHS student population will be enrolled in either a dual enrollment, CTE, or credit recovery course each semester.
Seek outside grant funding to support more elective opportunities for students to have more class options.	Master Schedule Grant monies acquired	Graduation Rate 54% on Dashboard 61% on internal calculation
Continue to expand vocational and elective course offerings for students to further develop their college and career readiness skills.	Master schedules Student schedules CTE Pathway Course Offerings	75% of the FRLHS population will pass a CTE, dual enrollment, credit recovery, or any additional elective course added after (2025) on an annual basis.

Action Plan Goal #2: Engagement

Improve the engagement of all students by addressing their social-emotional needs, creating a stronger sense of belonging, increasing attendance and developing a strong partnership with parents/guardians and community members.

Alignment with LCAP/SPSA Goals:

- LCAP Goal #4: Provide parents and families with opportunities to be engaged and empowered to support their children's success. .
- LCAP Goal #5: Provide students with the resources and support necessary to cultivate student well-being and improve student engagement in a safe learning environment.
- LCAP Goal #6: By May 2027, Fernando R. Ledesma High School (FRLHS) will increase engagement and outcome for English learners, Homeless, hispanic and Socially Economically disadvantaged students by providing targeted resources and support that will allow them to graduate from high school college and career ready, as measured by the college/career indicator and 5-year graduation rate.
- SPSA Goal #1: The attendance rate will increase and show progress towards expected outcomes from 79% baseline to 83% expected outcomes. (2022-23 data)
- SPSA Goal #4: FRLHS will show progress towards increasing the number of students completing one or more dual enrollment/college courses as measured by the 2022-23 data. (75)
- SPSA Goal #5: Increase parent engagement from a baseline of 8 parents per activity to 13 parents per activity.

Major Student Learner Needs:

1. The current attendance rate is 84% (2024 EMUHSD Database).
2. Student and parent perception (survey) data reflect a need to help students create a sense of belonging to the school. Only 33% of students feel a sense of belonging according to the Spring 2024 Panorama Survey results. According to the Spring 2024 YouthTruth results only 30% have a sense of belonging.

Identified Schoolwide Growth Area (Goals listed on page 75)

Goal #2: Students need to develop stronger bonds and relationships to have a sense of belonging at FRLHS.

Attendance Goal Based on Data

Student Group	23/24 Attendance Data	Goals
Schoolwide	84% based on EMUHSD Database	90% based on EMUHSD Database (1% increase per year)

Social -Emotional Goal Based on Data

Student Group	YouthTruth/Panorama Data - Spring 2024	Goals
Schoolwide	33% of students feel a sense of belonging (Panorama) 30% of students feel a sense of belonging (YouthTruth)	39% of students will feel a sense of belonging by 2031. (1% per year based on Panorama) 36% of students will feel a sense of belonging by 2031. (1% per year based on Youthtruth)

Parent Goal Based on Data		
Parent Group	Parent Participation Numbers	Goals
Parents	8 parents per activity	13 parents per activity

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Continue to offer incentives (backpacks, t-shirts, etc) and activities (guest speakers, assemblies, field trips, award ceremonies) to promote positive attendance.	Budget expenditures Pictures of events	Attendance will increase 1% per year as based on the 84% baseline as calculated on the EMUHSD database.
Continue to have a participation component embedded into courses.	Course syllabi	Attendance will increase 1% per year as based on the 84% baseline as calculated on the EMUHSD database.
Continue to have teachers incorporate a sign-in check, a second check of attendance at the end of the period and a weekly attendance verification to ensure most accurate attendance is reported.	Sign-in sheets Attendance verification forms	Attendance will increase 1% per year as based on the 84% baseline as calculated on the EMUHSD database.
Continue to use ParentSquare, SYNERGY, email, and phone calls to remain in communication with parents regarding student attendance.	Emails SYNERGY log	Attendance will increase 1% per year as based on the 84% baseline as calculated on the EMUHSD database.
Continue to have community liaison track students with habitual attendance problems and schedule meetings with parents to discuss.	Communication log on SYNERGY	Attendance will increase 1% per year as based on the 84% baseline as calculated on the EMUHSD database.
Continue to expand LEARN/PREP extra-curricular activities to enable students to develop greater bonds to school and staff.	LEARN/PREP activity log Flyers/Website Field trip logs	39% of students will feel a sense of belonging by 2031. (1% per year based on Panorama) 36% of students will feel a sense of belonging by 2031. (1% per year based on Youthtruth)

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Continue to update curriculum and course outlines to include SEL and interactive participation opportunities.	Course outlines Google Classroom Examples of SEL Lessons	39% of students will feel a sense of belonging by 2031. (1% per year based on Panorama) 36% of students will feel a sense of belonging by 2031. (1% per year based on Youthtruth)
Continue to offer parent workshops dealing with important topics including: Life after high school, attendance, social-emotional learning, technology, drug abuse, and other pertinent topics in order to engage parents in the school community.	Pictures Meeting Agendas Attendance logs	Increase parent engagement from a baseline of 8 parents per activity to 13 parents per activity.
Continue to work on informing a greater number of parents and community members of the opportunities they have to participate in the governance of the school.	Meeting agenda	Increase parent engagement from a baseline of 8 parents per activity to 13 parents per activity.
More outside of the classroom/textbook learning opportunities (field trips, guest speakers, etc.) need to be incorporated into the curriculum.	Course outlines Field trip board approval documents Pictures of guest speakers	39% of students will feel a sense of belonging by 2031. (1% per year based on Panorama) 36% of students will feel a sense of belonging by 2031. (1% per year based on Youthtruth)

The process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan will be on an annual basis. Data will be collected and presented at various meetings (staff meetings, leadership meetings, parent advisory meetings, department meetings, etc.) Updated goal will be a reflection of the data that is collected and presented to all stakeholders.



APPENDICES



WASC HYPERLINKS

Hyperlinks to relevant evidence:

- A. [LCAP Information](#)
- B. [DASHBOARD FRL 2023](#), [DASHBOARD FRL 2022](#), [DASHBOARD FRL 2019](#), [DASHBOARD FRL 2018](#)
- C. [Student Survey Data - June/July 2024](#)
- D. [Parent Survey Results 2024-25](#)
- E. [YouthTruth Summary Data](#) and [Panorama Survey Results](#) - Student Surveys
- F. [Master Schedule 2024-2025](#)
- G. [FRLHS UC A-G Approved Course List](#)
- H. [Credit Recovery](#)
- I. [Dual Enrollment](#)
- J. [FRLHS School Accountability Report Card](#)
- K. [FRLHS Graduation Requirements](#)
- L. [FRLHS 2024-25 Budget](#)
- M. [Glossary of Terms unique to FRLHS](#)
- N. [Continuation High School CAASPP Comparison](#)
- O. [Total Graduates](#)
- P. [Credit Completion by Teacher - WASC](#)
- Q. [FRLHS Website](#)

POZOLE

POZOLE
VERDE

of "small"



\$5

\$1

**ALL LINKS USED IN
REPORT**

COMPLETE LIST OF LINKS USED IN WASC REPORT

[Parent Education Level](#)

[Student Enrollment](#)

[Student Ethnicity](#)

[Predominate Primary Language](#)

[Title I Enrollment](#)

[Credit Recovery](#)

[Dual Enrollment](#)

[Language Proficiency](#)

[ELPAC Data](#)

[ELA CAASPP](#)

[Math CAASPP](#)

[Enrollment Comparison Local Continuation H.S.](#)

[Continuation High School CAASPP Comparison](#)

[Total Graduates](#)

[Graduation Rates - Dashboard & Dataquest](#)

[Suspension Rate](#)

[Student Survey Data - June/July 2024](#)

[YouthTruth Summary Data](#)

[FRLHS School Accountability Report Card](#)

[FRLHS-Scholarship Information 2023 & 2024](#)

[School Events Flyers](#)

[EMUHSD Website](#)

[LCAP Information](#)

[Credit Completion by Teacher - WASC](#)

[NWEA Math Data for 2023-24](#)

[CCI DASHBOARD](#)

[Master Schedule 2024-2025](#)

[Attendance Chart](#)

[EL DASHBOARD](#)

[Panorama Survey Results](#)

[SPSA](#)

[Enrollment Learner Outcomes Form](#)

[Combined Goals Chart 2024-25](#)

[EMUHSD Human Resources](#)

[FRLHS UC A-G Approved Course List](#)

[FRLHS Graduation Requirements](#)

[DASHBOARD FRL 2023, DASHBOARD FRL 2022, DASHBOARD FRL 2019,](#)

[DASHBOARD FRL 2018](#)

[School Events 2024-2025](#)

[Parent Survey Results 2024-25](#)

[FRLHS Website](#)

[FRLHS 2024-25 Budget](#)

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GLOSSARY OF TERMS

Glossary of Terms

Terms unique to FRLHS

EMUHSD - El Monte Union High School District

SRO - School Resource Officer - Police officer from El Monte assigned to campus

NWEA - Northwest Evaluation Association

OPL/Credit Recovery - Online courses taken independently of regular schedule

AM Schedule - 8:30-11:45 AM daily schedule

PM Schedule - 11:45-3:30 PM daily schedule

3-7 - 3:45-7:30 PM M-Th schedule

I.S. - Independent Study

SYNERGY - computer student data management system used by the EMUHSD

ParentSquare - communication system used by EMUHSD to call parents to notify of absence and important school messages. Program allows parents and teachers to communicate via a “text” message feature. Teachers can also send mass emails, text and phone messages to both parents and students.

ParentVue - part of the SYNERGY system that allows parents to monitor their grades, transcripts, and communicate with teachers using a mobile application.

StudentVue - part of the SYNERGY system that allows students to monitor their grades, transcripts, and communicate with teachers using a mobile application.

Verkada - Visitor check-in system in front office that notifies the staff member of the arrival of a visitor on campus by emailing a notification with a picture. System also includes a 30 camera surveillance system to monitor the entire campus including the multipurpose building and a vape sensor system in the student restrooms.

Hazel Health - telehealth system in office available to students who have filled out the form. Students can get instant health help from a doctor.

Model School - Continuation high school status awarded to FRLHS in 2023 by the State of California. Schools must complete an extensive application to qualify for the award. Once the award is granted, the title is held for 3 years. (FRLHS has applied four times and received the award all four times)

Caballeros - leadership seminar to introduce positive community role models to male students through a variety of life presentations - image and etiquette for success, mental health and physical wellness, and financial literacy

Wings - leadership seminar to introduce positive community role models to females with presentations empowering young women to become leaders of tomorrow through financial literacy, healthy relationships and wellness.

Rio Hondo - Rio Hondo Community College in Whittier, California

LEARN/PREP - after school program available daily to FRLHS students: Includes various activities (teen center, tutoring, physical fitness, crafts, art, driver’s education, cosmetology, along with field trips.)

Wellness Center - Room at FRLHS devoted to students' social-emotional needs

Vivatek Boards - SMART Computer Boards used for instruction in classes

City of Hope - Local cancer hospital & research facility - FRLHS has a senior honor cord partnership with the hospital to honor students who complete 3 or more donations during their senior year. Students are honored at the senior luncheon with a certificate and honor cord demonstrating their commitment to the cancer patients in the community.

Dual Enrollment - College courses offered on FRLHS campus after the regular school day taught by Rio Hondo College staff. Currently there are two, ten semester credit courses available each semester.

EBP - Evidence Based Practices (Areas of focus for the EMUHSD for 2024-25 are engagement, welcoming environment, and content/language objectives)