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Grades 11-12

## FERNANDO R. LEDESMA CONTINUATION HIGH SCHOOL

**School Accountability Report Card**  
Reported Using Data from the 2023-24 School Year  
Published During 2024-25

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### **About This School**

#### **Our Commitment**

Fernando R. Ledesma High School is a continuation high school committed to a mission of providing students with a personalized alternative education program in a safe, caring environment that focuses on state and district instructional standards, enabling students to develop into successful, productive citizens.

Alternative approaches to learning and flexible academic programs are utilized to serve the special needs of these students better. The Guaranteed Guidance Program ensures that all students have an equal opportunity in all classes in all subject areas; placement is monitored by an ongoing assessment of student needs and the adjustment of programs as needs change. The school's mission supports the mission and goals of the El Monte Union High School District.

#### **Expected School-Wide Learning Results (ESLRs)**

Student-learner outcomes were developed by the school-wide community and incorporated into all aspects of campus life. They were adapted to help the students remember the school's expectations.

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 the 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.
- Highly 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.

#### **School Description**

Fernando R. Ledesma High School is a continuation high school in the San Gabriel Valley, twelve miles northeast of Los Angeles. The school serves students from low to middle socioeconomic class families. Fernando R. Ledesma High School is one of 37 schools in the state to be recognized as a 2023 Model Continuation High School. This recognition is a designation awarded by the California Department of Education to schools that provide exemplary programs to at-risk youth through innovative instructional strategies, flexible scheduling, and guidance and counseling services. In addition, the school offers several alternative education programs on its present site and at other satellite locations within the district. Fernando R. Ledesma High School received a six-year term of accreditation from the State of California in January 2019.

The students come from El Monte, South El Monte, Rosemead, San Gabriel, Arcadia, Baldwin Park, and Temple City. One hundred percent of the students are designated "at-risk" for one or more of the following reasons: teen parent, probation, suspension, gang affiliation, credit deficiency, drug problems, or transient home life.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 10	1
Grade 11	122
Grade 12	238
Total Enrollment	361

### Student Enrollment by Group (2023-24)

Student Group	Percent of Total Enrollment
Female	44.6
Male	53.7
Non-Binary	1.7
American Indian or Alaska Native	0.0
Asian	1.9
Black or African American	0.0
Filipino	0.6
Hispanic or Latino	97.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.3
White	0.0
English Learners	33.2
Foster Youth	1.4
Homeless	15.2
Migrant	0.8
Socioeconomically Disadvantaged	97.0
Students with Disabilities	4.7

### Conditions of Learning

#### State Priority: Basic

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

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

### Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.1	79.9	337.3	90.0	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.0	1.3	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	5.8	1.6	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.3	20.1	8.4	2.3	12,115.8	4.4
Unknown	0.0	0.0	18.0	4.8	18,854.3	6.9
Total Teaching Positions	16.4	100.0	374.6	100.0	274,759.1	100.0

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

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

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

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	3.3	3.1	3.6
Total Out-of-Field Teachers	3.3	3.1	3.6

### Class Assignments

Indicator	Percent 2020-21	Percent 2021-22	Percent 2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	1.1	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	1.4	1.0

### Curriculum and Instructional Materials

Fernando R. Ledesma High School offers students the latest technology and software. Teachers supplement instruction with videos, multi-media, the Internet, Smart-Boards, projectors, iPads, and guest speakers. Textbooks, computers, and software are in excellent condition. Alignment of all courses to the California State content standards has resulted in new textbooks in all core curricular areas. Fernando R. Ledesma High School also offers all students chrome books as part of the El Monte Union High School District initiative "Access to All."

**SCHOOL ACCOUNTABILITY REPORT CARD**
**Teacher Preparation and Placement (2021-2022)**

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.9	79.03	338.2	91.61	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	1.08	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.7	1.82	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.1	20.97	12.0	3.25	11,953.1	4.28
Unknown	0.0	0.0	8.2	2.29	15,831.9	5.67
<b>Total Teaching Positions</b>	<b>15.0</b>	<b>100.0</b>	<b>369.2</b>	<b>100.0</b>	<b>279,044.8</b>	<b>100.0</b>

**Teacher Preparation and Placement (2022-2023)**

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.6	74.63	345.1	89.44	231142.4	100.0
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	1.06	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	11.2	2.92	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.6	19.9	13.2	3.44	11746.9	4.23
Unknown	1.0	5.47	12.1	3.14	14303.8	5.15
<b>Total Teaching Positions</b>	<b>18.2</b>	<b>100.0</b>	<b>385.8</b>	<b>100.0</b>	<b>277698.0</b>	<b>100.0</b>

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

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certifies that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below as of October 2, 2024. Our high schools offer students updated textbooks aligned to the California State content standards. Students receive a copy of the text to use for the semester in core areas (English, math, social science, science). In addition, for Advanced Placement Courses, textbooks approved by the AP Central (College Board) are recognized by the District as District Approved. The following is a list of some of the most current adopted textbooks.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
<b>Language Arts</b>	California Literature-McDougal Littell	2011	Yes	0%
	Literature & Language Arts-Holt	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2004	Yes	0%
	English 4P, The Alchemist	2017	Yes	0%
	Journalism: Publishing Across Media	2016	Yes	0%
	Study Sync w/ Designated ELD Units	2022	Yes	0%
<b>Mathematics</b>	Integrated Math 1, 2, 3 – Houghton Mifflin Harcourt	2016	Yes	0%
	Precalculus-Graphing & Data Analysis	2001	Yes	0%
	Calculus-A Complete Course	2001	Yes	0%
	Finite Mathematics: An Applied Approach, 11 <sup>th</sup> Ed.	2017	Yes	0%
	Mathematics for Business and Personal Finance	2017	Yes	0%
<b>Science</b>	Biology, California Edition – McDougal Littell	2011	Yes	0%
	Biology, California Edition & Prentice Hall	2011	Yes	0%
	Chemistry-Houghton Mifflin	1992	Yes	0%
	Modern Chemistry (Holt)	1972	Yes	0%
	Physics-Principles & Problems	1978	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
	Intro to the Human Body	1992	Yes	0%
	Earth Science-California Edition	2006	Yes	0%
<b>History-Social Science</b>	World History: The Modern Era	2018	Yes	0%
	The Americans	1997	Yes	0%
	U.S. History	2019	Yes	0%
	The American Pageant	1983	Yes	0%
	Magruder's American Government	2018	Yes	0%
	Economics: Principles in Action	2018	Yes	0%
	Civics in Practice: Principles of Government & Economics	2014	Yes	0%
	Psychology-Themes & Variations	2000	Yes	0%
	Psychology and You	1995	Yes	0%
	Psychology, Psychology in Everyday Life	2017	Yes	0%

## SCHOOL ACCOUNTABILITY REPORT CARD

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

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Foreign Language	Spanish 1, 1X, 2, 2X, 3, & 4 AP	2017	Yes	0%
	Spanish 1P, Avancemos 1-Spanish 2P, Avancemos 2	2017	Yes	0%
	Spanish 3P, Descubre 3-Spanish 1X, Descubre 2	2017	Yes	0%
	Spanish 2X, Imagina	2017	Yes	0%
	French 1, 3, & 4	2017	Yes	0%
	French 1P, D'accord! 1	2017	Yes	0%
	French 2P, D'accord 1	1997-2000	Yes	0%
	French 3P, D'accord 2	2017	Yes	0%
	French 4P, D'accord 3	2017	Yes	0%
	Chinese 1, 2, & 3	2017	Yes	0%
	Chinese 1P, Zhen Bang! Book 1	2017	Yes	0%
	Chinese 2P, Zhen Bang! Book 1	2007	Yes	0%
	Chinese 3P, Zhen Bang! Book 2	2017	Yes	0%
Health	Health	2007	Yes	0%
	Comprehensive Health (Goodheart-Wilcox)	1997	Yes	0%

#### School Facilities

##### School Facility Conditions and Planned Improvements

Fernando R. Ledesma High School takes pride in providing its students with a safe and clean learning environment. We opened our doors on July 1, 1980. The school features Internet access in every classroom, with state-of-the-art technology, including computers, Chromebooks, SMART Boards, televisions, and DVD players.

Students and faculty are proud of the campus, and all stakeholders work together to ensure that the school is maintained and always looks professional. The campus has adequate restroom facilities available to staff and students. The campus is also equipped with security cameras. Visitors are always complimentary of the welcoming atmosphere that is evident throughout all aspects of the campus.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed on time. A work order process provides efficient service, and that emergency repairs are given the highest priority. As a result, regular and corrective maintenance is handled on a priority basis, and emergencies are addressed immediately.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district office. In addition, the principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### School Facility Good Repair Status (School Year 2024-25)

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	<b>Good</b>	Mirrors in two restrooms need to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	No repairs needed at the time of inspection.
<b>Electrical:</b> Electrical	<b>Good</b>	No repairs needed at the time of inspection.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	No repairs needed at the time of inspection.
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	No repairs needed at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	No repairs needed at the time of inspection.
<b>Overall Rating</b>	<b>Exemplary 99.43%</b>	

## SCHOOL ACCOUNTABILITY REPORT CARD

### Pupil Outcomes

#### State Priority: Pupil Achievement

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.

3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
<b>ELA/Literacy</b>	31	18	59	57	46	47
<b>Mathematics</b>	1	1	25	28	34	35

#### CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	152	145	95.39	4.61	17.93
<b>Female</b>	62	58	93.55	6.45	24.14
<b>Male</b>	89	86	96.6	3.37	13.95
<b>American Indian or Alaska Native</b>	0	0	0.0	0.0	0.0
<b>Asian</b>	—	—	—	—	—
<b>Black or African American</b>	0	0	0.0	0.0	0.0
<b>Filipino</b>	—	—	—	—	—
<b>Hispanic or Latino</b>	148	143	96.62	3.38	18.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0	0.0	0.0
<b>Two or More Races</b>	0	0	0.0	0.0	0.0
<b>White</b>	0	0	0.0	0.0	0.0
<b>English Learners</b>	53	50	94.34	5.66	8.0
<b>Foster Youth</b>	—	—	—	—	—
<b>Homeless</b>	24	23	95.83	4.17	4.35
<b>Military</b>	0	0	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	127	120	94.49	5.51	15.83
<b>Students Receiving Migrant Education Services</b>	—	—	—	—	—
<b>Students with Disabilities</b>	—	—	—	—	—

**Note:** Double dashes (--) are used in the table to protect student privacy when the cell size within a selected student population is ten or fewer.

# SCHOOL ACCOUNTABILITY REPORT CARD

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	152	146	96.05	3.95	0.68
Female	62	59	9.16	4.84	0.0
Male	89	86	96.63	3.37	1.16
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	0	0	0.0	0.0	0.0
Filipino	—	—	—	—	—
Hispanic or Latino	148	144	97.3	2.7	0.69
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	0	0	0.0	0.0	0.0
White	0	0	0.0	0.0	0.0
English Learners	53	50	94.37	5.66	0.0
Foster Youth	—	—	—	—	—
Homeless	24	23	95.83	4.17	0.0
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	127	121	95.28	4.72	0.0
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	—	—	—	—	—

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

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
	6.67	8.39	25.58	28.38	30.29	30.73

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	169	143	84.62	15.38	8.39
Female	76	65	85.53	14.47	9.23
Male	91	76	83.52	16.48	7.89
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	0	0	0.0	0.0	0.0
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	163	138	84.66	15.34	6.52
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	47	38	80.85	19.15	0.0
Foster Youth	—	—	—	—	—
Homeless	28	24	85.71	14.29	4.17
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	144	120	83.33	16.67	6.67
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	14	13	92.86	7.14	7.69

**Note:** Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**Note:** Double dashes (--) are used in the table to protect student privacy when the cell size within a selected student population is ten or fewer.

**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## SCHOOL ACCOUNTABILITY REPORT CARD

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

UC/CSU Course Measure	Percent
2023-24 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

### Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement

Contact Person: Adelina Aviles

Phone Number: (626) 442-0481

Parents have many opportunities to participate in campus affairs. Parents may join any one of the following committees: Parent Advisory Committee and School Site Council. Back to School Night and Open House allow the parents to visit the campus and learn more about their child's daily routine. Parents are encouraged to be chaperones for the various field trips throughout the year. Parents are encouraged to call and visit the campus to check their child's progress. Each parent is allowed to sit down and discuss their child's education plan with the counselor and encouraged to contact the counselors or administration with any concerns or questions they may have. FRLHS also has strong community partnerships and counseling services for students and their families. This open-door policy makes the school extremely accessible to all community members.

#### State Priority: Pupil Engagement

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

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

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

School	2021-22	2022-23	2023-24
Dropout Rate	41.4	35.1	50.5
Graduation Rate	29.3	32.2	40.4

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

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	188	76	40.4
Female	85	34	40.0
Male	101	42	41.6
Non-Binary	—	—	—
American Indian or Alaska Native	0	0	0.0
Asian	—	—	—
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	179	70	39.1
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	—	—	—
White	—	—	—
English Learners	64	31	48.4
Foster Youth	—	—	—
Homeless	50	20	40.0
Socioeconomically Disadvantaged	188	76	40.4
Students Receiving Migrant Education Services	—	—	—
Students with Disabilities	15	11	73.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

#### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-24
Suspensions	0.0	1.6	0.42
Expulsions	0.0	0.0	0.0
Rate	District 2021-22	District 2022-23	District 2023-24
Suspensions	3.36	3.93	4.01
Expulsions	0.0	0.02	0.03
Rate	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.17	3.6	3.28
Expulsions	0.07	0.08	0.07

## SCHOOL ACCOUNTABILITY REPORT CARD

### Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	477	462	333	72.1
Female	206	199	158	79.4
Male	266	258	172	66.7
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	—	—	—	—
Black or African American	—	—	—	—
Filipino	—	—	—	—
Hispanic or Latino	461	445	323	72.4
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	—	—	—	—
White	—	—	—	—
English Learners	154	148	92	62.2
Foster Youth	—	—	—	—
Homeless	71	70	49	70.0
Socioeconomically Disadvantaged	459	448	325	72.5
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	24	24	18	75.0

### Suspensions and Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.42	0.0
Female	0.97	0.0
Male	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	0.43	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	1.3	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Socioeconomically Disadvantaged	0.44	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	0.0	0.0

### School Safety

#### SB187 Safety Plan

Date the plan was last updated: 2/5/2024

Date the plan was last reviewed with staff: 3/1/2024

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

The school crisis management plan was first developed in 1996 and is updated annually. Each year at the first staff meeting, the staff discusses the plan and any changes that have been made. Our School Resource Police Officers have been instrumental in making sure Fernando R. Ledesma High School is prepared for the various crises that may arise. Each classroom is equipped with a first aid kit, lockdown bucket, and evacuation backpack. The entire teaching staff and several clerical staff members participated in a CPR certification class in 2007. 100% of the participants received certification. Fernando R. Ledesma High School also has a safe school action plan within the guidelines set forth by the California Department of Education. In addition, the school has received approximately 20,000 dollars in safe school grant money over the years to help implement the activities of the action plan. In 2001, the school district developed a Standardized Emergency Management System updated annually that Fernando R. Ledesma follows. Fernando R. Ledesma High School prides itself on providing students with a safe climate for learning. The campus has continuous supervision at the main entrance of the school during its extended school day. In addition, campus personnel, including supervisors, administrators, counselors, teachers, community liaisons, and the school resource officer, continually monitor the school grounds throughout the day.

One priority is school safety. Campus supervisors supervise throughout the campus during breaks by staff, and one gated main entrance to school has contributed to providing the students with a safe environment to learn. The School Resource Officer provides added security. The School Resource Officer is an El Monte Police Department Officer who is assigned to our campus. They assist the school in improving student attendance and monitoring student behavior. Also, a probation officer from the San Gabriel Valley is assigned to the campus. Students who are on probation for various reasons are assigned to this officer. This enables the officer to keep a close watch and monitor student attendance and behavior



## SCHOOL ACCOUNTABILITY REPORT CARD

consistently. Students are more accountable to this officer because they are required to check in daily. Although students from various gangs attend the same school throughout the community, conflict is kept to a minimum, evidenced by the low suspension rate. The students take pride in their school and realize that academics and achievement are the keys to becoming productive citizens.

### Other SARC Information

#### Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	180.5
Nurse	0.1	

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

### School Finances

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

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	\$25,153	\$4,913	\$20,240	\$127,371
District			\$24,655	\$108,949
State			\$10,771	\$105,265
Percent Difference: School/District			(18%)	17%
Percent Difference: School/State			88%	21%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

#### Average Class Size and Class Size Distribution (Secondary)

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

Subject	2021-22				2022-23				2023-24			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8.0	29			11.0	27	6		10.0	33	3	1
Mathematics	12.0	16	2		13.0	19	1		11.0	21	5	
Science	9.0	18			12.0	14	3		9.0	20	2	
Social Science	9.0	25	1		12.0	19	4	2	11.0	26	7	1

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

### Other Funding (Fiscal Year 2023-24)

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

Program	Number of Pupils Served	Amount
Title I	324	\$126,159
Learning Recovery Emergency Block Grant		642,879
Total		\$769,038

### Teacher & Administrative Salaries (Fiscal Year 2022-23)

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

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

## SCHOOL ACCOUNTABILITY REPORT CARD

### Professional Development

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

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

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

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

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

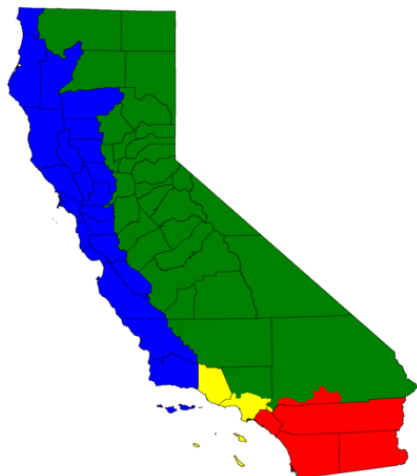
Staff at each comprehensive high school receive targeted support on implementing evidence-based practices led by site administration and an Instructional Coach. The Instructional Coach can deliver model lessons, provide one-to-one coaching, and plan lessons. Additional opportunities for professional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

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



## SCHOOL ACCOUNTABILITY REPORT CARD

### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/).

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

#### **Admission Requirements for the University of California (UC)**

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

#### **Admission Requirements for the California State University (CSU)**

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