

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fernando R. Ledesma High School	1964519-1938919	02/10/22	03/2/22

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement
About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

ABOUT THIS SCHOOL

Fernando R. Ledesma High School, located in a culturally diverse community twelve miles Northeast of Los Angeles in the San Gabriel Valley, is the alternative educational high school of the El Monte Union High School District. It serves students from low to middle socioeconomic class families. The McKinney-Vento Homeless Education funding provides federal funds for students who live in the El Monte High School area. The Title 1 program funds are used to help qualifying students by providing students with necessary instructional supplies and additional services when attendance/behavior is a result of homelessness. FRLHS offers several alternative education programs on site at the eastern extremity of El Monte and at other satellite locations within the district. 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-risk for one or more of the following reasons:

- teen parent
- expulsion
- probation
- credit deficient
- suspension
- drug problems
- gang affiliation
- foster homes
- transient home life
- truancy

Fernando R. Ledesma High School's mission is to provide 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. Upon graduation from Fernando R. Ledesma High School, students will be:

Fully capable of applying academic skills: Students will be given a challenging, standards based curriculum and will be able to apply the skills they learn to real world situations.

Responsible citizens and productive members of the community: Students will be able to set realistic personal and academic goals and make informed decisions.

Literate in the technology field: Students will be able to use technology in specific areas including: Internet research, word processing, college planning and career preparation.

Highly employable: Students will explore a variety of career interests and options and develop the necessary skills that lead to productive work.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Fernando Ledesma will continue to seek input from all stakeholders and review data on an ongoing basis as a means to ensure we continue to address our students' needs. School Site Council will be formed following ESEA requirements and will meet regularly to review, monitor and revise the School Plan for Student Achievement (SPSA). Site administration will continue to work closely with District staff to ensure the FRLHS SPSA and the District Local Control and Accountability Plans are in alignment and address identified State priorities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.29%	0.3%	%	1	1	
African American	%	0%	%		0	
Asian	0.86%	1.79%	2.4%	3	6	8
Filipino	%	0%	0.3%		0	1
Hispanic/Latino	97.99%	95.54%	96.5%	341	321	329
Pacific Islander	%	0%	%		0	
White	0.86%	2.38%	0.9%	3	8	3
Multiple/No Response	%	0%	%		0	
Total Enrollment				348	336	341

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10		5	
Grade 11	134	152	125
Grade 12	214	179	216
Total Enrollment	348	336	341

Conclusions based on this data:

1. The data indicates enrollment has been steady for the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	117	114	87	33.6%	33.9%	25.5%
Fluent English Proficient (FEP)	142	125	148	40.8%	37.2%	43.4%
Reclassified Fluent English Proficient (RFEP)	14	6	1	11.7%	5.1%	0.9%

Conclusions based on this data:

1. English Learners make up approximately 25% of the student population.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	160	177	178	147	161	0	147	161	0	91.9	91	0.0
All Grades	160	177	178	147	161	0	147	161	0	91.9	91	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2493.	2483.		1.36	1.86		12.93	7.45		34.69	32.92		51.02	57.76	
All Grades	N/A	N/A	N/A	1.36	1.86		12.93	7.45		34.69	32.92		51.02	57.76	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	6.12	4.35		54.42	30.43		39.46	65.22	
All Grades	6.12	4.35		54.42	30.43		39.46	65.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2.72	4.97		35.37	40.37		61.90	54.66	
All Grades	2.72	4.97		35.37	40.37		61.90	54.66	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	3.40	2.48		59.86	59.01		36.73	38.51	
All Grades	3.40	2.48		59.86	59.01		36.73	38.51	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.44	3.73		44.22	49.07		50.34	47.20	
All Grades	5.44	3.73		44.22	49.07		50.34	47.20	

2019-20 Data:

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Conclusions based on this data:

1. CAASPP was suspended and data will be reviewed with the administration in 2022.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	160	176	178	148	160	0	148	159	0	92.5	90.9	0.0
All Grades	160	176	178	148	160	0	148	159	0	92.5	90.9	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2451.	2439.		0.00	0.00		0.00	0.00		8.11	5.66		91.89	94.34	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		8.11	5.66		91.89	94.34	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	0.00	0.00		4.05	3.77		95.95	96.23				
All Grades	0.00	0.00		4.05	3.77		95.95	96.23				

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.68	0.00		22.97	21.38		76.35	78.62	
All Grades	0.68	0.00		22.97	21.38		76.35	78.62	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		35.14	32.08		64.86	67.92	
All Grades	0.00	0.00		35.14	32.08		64.86	67.92	

2019-20 Data:

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Conclusions based on this data:

1. CAASPP was suspended and data will be reviewed with the administration in 2022.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*		*	*		*	*		*	6	0
11	1555.2	1582.0	1553.8	1558.4	1579.3	1559.1	1551.6	1584.2	1547.9	45	49	11
12	1549.7	1569.1	*	1548.7	1561.2	*	1550.4	1576.5	*	41	33	4
All Grades										93	88	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*		*	*		*	*		*	*		*	*	
11	33.33	28.57	27.27	40.00	36.73	9.09	*	32.65	63.64	*	2.04	0.00	45	49	11
12	31.71	18.18	*	36.59	30.30	*	*	42.42	*	*	9.09	*	41	33	*
All Grades	32.26	23.86	26.67	38.71	34.09	13.33	20.43	36.36	53.33	*	5.68	6.67	93	88	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*		*	*		*	*		*	*		*	*	
11	62.22	32.65	45.45	31.11	55.10	9.09	*	10.20	27.27	*	2.04	18.18	45	49	11
12	58.54	21.21	*	26.83	51.52	*	*	21.21	*	*	6.06	*	41	33	*
All Grades	59.14	28.41	46.67	29.03	53.41	13.33	*	13.64	26.67	*	4.55	13.33	93	88	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*		*	*		*	*		*	*		*	*	
11	*	10.20	0.00	31.11	30.61	9.09	48.89	48.98	63.64	*	10.20	27.27	45	49	11
12	*	6.06	*	26.83	33.33	*	39.02	39.39	*	*	21.21	*	41	33	*
All Grades	*	9.09	6.67	31.18	29.55	13.33	41.94	46.59	46.67	18.28	14.77	33.33	93	88	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*		*	*		*	*		*	*	
11	40.00	8.16	0.00	48.89	77.55	72.73	*	14.29	27.27	45	49	11
12	39.02	12.12	*	43.90	60.61	*	*	27.27	*	41	33	*
All Grades	39.78	10.23	7.14	45.16	70.45	71.43	15.05	19.32	21.43	93	88	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*		*	*		*	*		*	*	
11	91.11	87.76	71.43	*	10.20	0.00	*	2.04	28.57	45	49	7
12	80.49	72.73	*	*	21.21	*	*	6.06	*	41	33	*
All Grades	84.95	82.95	66.67	*	13.64	11.11	*	3.41	22.22	93	88	9

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	16.33	0.00	51.11	55.10	36.36	42.22	28.57	63.64	45	49	11
12	*	9.09	*	46.34	60.61	*	46.34	30.30	*	41	33	*
All Grades	*	13.64	6.67	49.46	57.95	33.33	44.09	28.41	60.00	93	88	15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*		*	*		*	*		*	*	
11	*	6.12	9.09	80.00	89.80	72.73	*	4.08	18.18	45	49	11
12	39.02	15.15	*	56.10	81.82	*	*	3.03	*	41	33	*
All Grades	26.88	9.09	8.33	67.74	87.50	75.00	*	3.41	16.67	93	88	12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to distance learning student performance appears to have been impacted and we will revisit these scores when administration can take place in person.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
341	97.4	25.5	1.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	87	25.5
Foster Youth	4	1.2
Homeless	12	3.5
Socioeconomically Disadvantaged	332	97.4
Students with Disabilities	11	3.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian	8	2.3
Filipino	1	0.3
Hispanic	329	96.5
Two or More Races		
Native Hawaiian or Pacific Islander		
White	3	0.9

Conclusions based on this data:

1. Of the 341 students enrolled at FRLHS, 97.4% of the students are socioeconomically disadvantaged. Twenty five percent of the student population are English Learners, with 96.5% being Hispanic.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Red	Suspension Rate  Green
Mathematics  Red		
College/Career  Red		

Conclusions based on this data:

1. Dashboard not provided in 2020 & 2021

School and Student Performance Data

Academic Performance English Language Arts

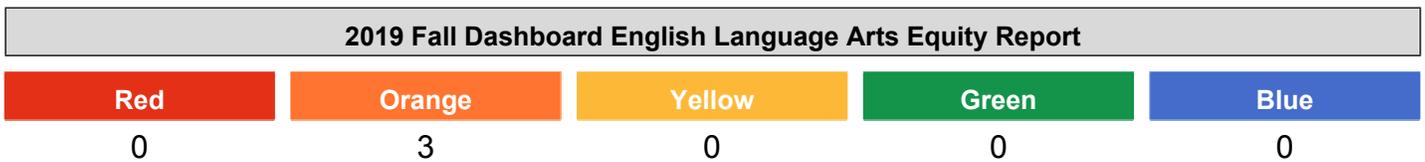
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 104.5 points below standard Declined -3.5 points 98	<p>English Learners</p> Orange 118.8 points below standard Increased ++10.4 points 46	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Orange 105 points below standard Maintained -2.2 points 93	<p>Students with Disabilities</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 104.2 points below standard Maintained -1.5 points 96	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.8 points below standard Increased ++11.8 points 34	108.3 points below standard 12	80.3 points below standard Increased Significantly ++22.4 points 27

Conclusions based on this data:

- Dashboard not provided in 2020 & 2021

School and Student Performance Data

Academic Performance Mathematics

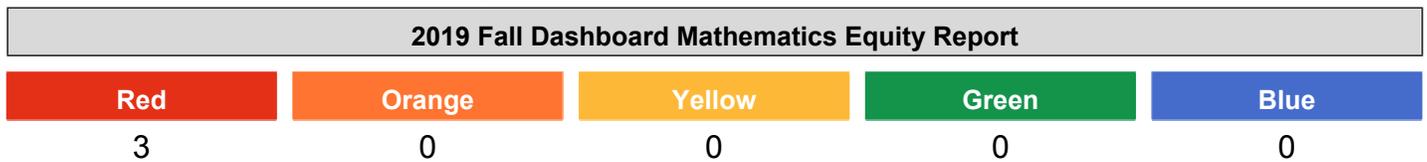
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>195.7 points below standard</p> <p>Declined Significantly -15.9 points</p> <p>97</p>	<p>English Learners</p> <p>Red</p> <p>209.4 points below standard</p> <p>Declined -11.2 points</p> <p>46</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>195.4 points below standard</p> <p>Declined -13.9 points</p> <p>92</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Red 194.1 points below standard Declined -12.7 points 95			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
210.8 points below standard Declined -11.1 points 34	205.4 points below standard 12	180.8 points below standard Declined Significantly -16.2 points 26

Conclusions based on this data:

1. Dashboard not provided in 2020 & 2021

School and Student Performance Data

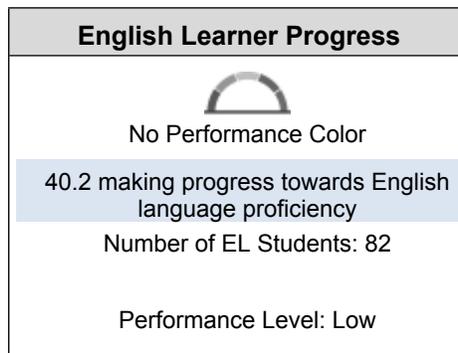
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.0	31.7	9.7	30.4

Conclusions based on this data:

1. Dashboard not provided in 2020 & 2021

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	201	100
African American		
American Indian or Alaska Native		
Asian	3	1.5
Filipino		
Hispanic	196	97.5
Native Hawaiian or Pacific Islander		
White	2	1
Two or More Races		
English Learners	53	26.4
Socioeconomically Disadvantaged	194	96.5
Students with Disabilities	10	5
Foster Youth	1	0.5
Homeless	9	4.5

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	0.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	0.5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	1	0.5
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	13	6.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	13	6.6
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	2	3.8
Socioeconomically Disadvantaged	13	6.7
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	13	6.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	13	6.6
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	2	3.8
Socioeconomically Disadvantaged	13	6.7
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Data indicates no students at FRLHS are "prepared" this is an area of focus as we are looking at different options for students to meet the "prepared" level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

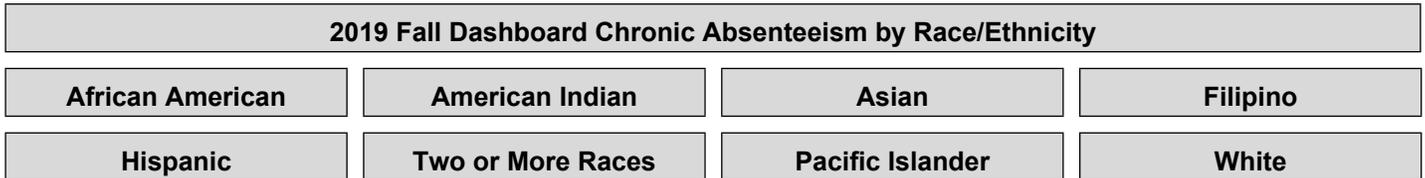
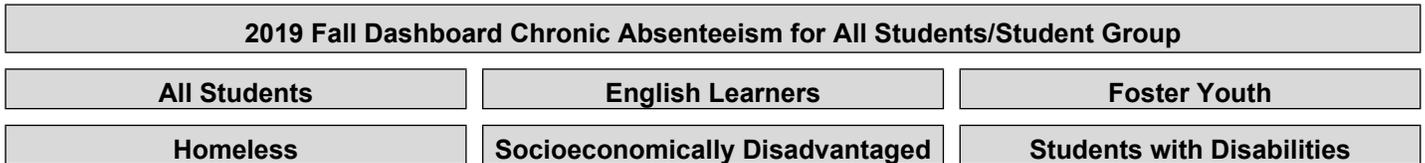
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	201	54	0	26.9
English Learners	53	13	0	24.5
Foster Youth	1		0	
Homeless	9		0	
Socioeconomically Disadvantaged	194	52	0	26.8
Students with Disabilities	10		0	
African American				
American Indian or Alaska Native				
Asian	3		0	
Filipino				
Hispanic	196	54	0	27.6
Native Hawaiian or Pacific Islander				
White	2		0	
Two or More Races				

Conclusions based on this data:

1. The data indicates the number of graduates is an area of concern for all students.

School and Student Performance Data

Conditions & Climate Suspension Rate

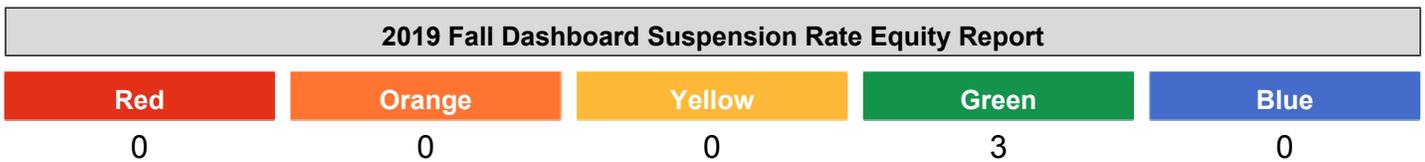
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.2</p> <p>Declined Significantly -2.8</p> <p>499</p>	<p>English Learners</p> <p>Green</p> <p>2.5</p> <p>Declined Significantly -3.3</p> <p>161</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>8</p>
<p>Homeless</p> <p>No Performance Color</p> <p>7.1</p> <p>Declined -4</p> <p>28</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.4</p> <p>Declined Significantly -2.8</p> <p>463</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>11.8</p> <p>Increased +1.2</p> <p>17</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 4	
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.3 Declined Significantly -2.7 484			 No Performance Color Less than 11 Students - Data 7

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.1	2.2

Conclusions based on this data:

1. Not Applicable

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

WASC

LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

Goal 1

Goal: Student Achievement

GOAL OBJECTIVE

Issue Statement:

The school has an unacceptable gap between credits attempted and credits completed for the "long term" students (as defined by ASAM guidelines). In addition, the school continues to receive 11th and 12th grade students deficit in English credits. In order to address these issues, the following goal has been established:

1. The "long term" students will show progress toward increasing the overall credit completion rate from 78% (growth plan - ASAM) to 82% (sufficient - ASAM), as measured by the 2021-22 ASAM credit completion rate.
2. FRLHS will show progress towards increasing the percentage of students who meet and exceed standards in the English section of CAASPP as measured by the 2020-21 data.
3. The identified students placed in Reading Advancement will show progress toward increasing their individual pre-test reading score by raising their reading level one full grade level per year as measured by the 2021-22 pre-test scores.

Identified Need

ISSUE STATEMENT

FLRHS will use ASAM data along with other individual assessments so program changes and resource allocation will be directly linked to the levels of student achievement of content standards. FRLHS will continue to collect data that is relevant to the alternative programs and use for analysis in determining modifications to school programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	81%	83%
ELA CAASPP Results	9.31%	15%
Credit Completion Rate	70%	73%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy 1: Increasing Attendance Rate

- Provide with monthly incentive program for students with perfect attendance
- Teachers will complete a second check when taking daily attendance to ensure attendance is accurate.
- Community liaisons & SRO discuss attendance concerns with students and parents.
- Use new technology to address attendance concerns.
- Teachers will implement participation components into student grades.
- FRLHS will provide an attendance workshop for parents at the beginning of each school year.

Measures

- List of students with perfect attendance
- Completed attendance
- Attendance Data & Transportation
- Budget, Cell phone, Ipad Applications
- Schoolloop
- Budget Parent Room/Staff Lounge Workshop Facilitators

People Assigned

- Site Administrators and Leadership Personnel
- Teachers, Attendance Clerk
- Community Liaison, SRO
- Site Administrators and Leadership Personnel
- Teachers
- Principal and Community Liaison

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20310.00

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
Professional Development

40,606

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Community Liaison

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 2. Provide Climate & Support for Academic Achievement Tasks

- a. Provide students with CAASPP type test questions embedded into core curriculum courses.
- b. Provide collaboration and release time to facilitate sharing of best practices and review and analysis of assessment data to implement standards and materials for increasing student achievement and to set achievement goals for all students.
- c. Provide staff development on the following:

SIOP Training covering EL strategies for all teachers.
School-wide writing training and CALS-Admin training.
Technology training to address the learning needs of all students.
Career information and post-secondary options training.

Measures

- a. CAASPP Interim Assessment Blocks/Walk throughs
- b. Agendas and sign-in sheets
- c. Staff Development Evaluations Data Analysis Reports/ Staff Development Attendance logs
District Attendance logs

People Assigned

- a. Teachers/Faculty Substitutes/Coverage individuals
- b. Site Administration Teachers/Faculty Contracted Individuals Substitutes/Coverage individuals
District Career Personnel
- c. Site Administration Teachers/Faculty

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

16,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional Development
66,290.00	Title I Part A: Allocation Computer Technology Related Services- Achieve

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy 3: Increased Educational Opportunity

Tasks

- Implement parent workshops that addresses homework expectations and monitoring students progress at the beginning of the school year.
- Attend professional development training to learn new instructional strategies and techniques for at-risk learners
- Implement new instructional strategies into practice.
- Provide instructional materials that support at-risk students.
- Offer motivational awards for students with good attendance and credit completion rates
- Track student progress four times per year to help increase credit completion rates
- Track credit completion rate by teacher and report status update twice per year.

Measures

- Budget, Parent Room/Staff Lounge, Workshop Facilitators
- Workshop and seminar information
- Workshop and seminar information
- Classroom walkthrough observing us of instructional materials.
- Attendance/Credit Completion Rates
- ARMS & TRS
- ARMS & TRS

People Assigned

- Principal & Community Liaison
- Teachers
- Teachers
- Teachers/Principal
- Counselors
- Leadership Team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6,100.00	Title I Part A: Allocation Instructional Materials
----------	---

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parental Involvement

LEA/LCAP Goal

LCAP Goal #4: Increase Parent Engagement

Goal 2

Goal: Increase Parental Involvement

GOAL OBJECTIVE

In 2021-22, FRLHS will increase parental/guardian involvement, by at least five parents per activity.

Identified Need

ISSUE STATEMENT

Parental/Guardian involvement has been shown to be a key component of student achievement. In order to improve the parental/guardian involvement component at FRLHS the following goal has been established:

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement Activities	5 Parents	10 Parents

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All parents and guardians

Strategy/Activity

Strategy 1. Increase Parent Involvement

Tasks

- a. Facilitate communication with parents and community through the use of School loop, parent literacy/workshop group, newspaper, school marquee, phone calls, and community liaisons.
- b. Plan, organize and conduct parent workshops (including materials, translations, technology and other supplies as needed) to inform parents on supplemental services for students at the site and district wide (with support from the district).
- c. Continue to promote parent involvement and parent leadership roles through activities such as Open House, Back to School night, School Site Council, parent literacy group/workshops, coffee with the principal, and student council.

Measures

- a. Records of communication with parents Review call logs, School loop Attendance logs for parent activities
- b. Records of communication with parents Review call logs, School loop Attendance logs for parent activities
- c. Records of communication with parents Review call logs, School loop Attendance logs for parent activities

People Assigned

- a. Administration Staff Leadership Team Community Liaison Counselors, Students, Family Literacy Consultant and assistants
- b. Counselors Administration, Community Liaison, Staff, TTL, Family Literacy Consultant and assistants
- c. Administration Leadership

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Community Liaison- Previously Identified in Plan
15,078.00	Title I Part A: Allocation Materials/Supplies for Parent Workshops

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$164,384.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$164,384.00

Subtotal of additional federal funds included for this school: \$164,384.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$164,384.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 0 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Freddy Arteaga	Principal
Oscar Raygoza Chair	Classroom Teacher
Danielle Kennon Trivino	Parent or Community Member
Diana Perez	Parent or Community Member
Wendy Barry	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

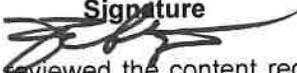
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature


Committee or Advisory Group Name



The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/15/2021.

Attested:

Principal, Freddy Arteaga on 02/10/22
SSC Chairperson, Oscar Raygoza on 02/10/22