

# 2022-2023 School Plan for Student Achievement (SPSA)

**SPSA Year:**

X2022-23

School Name and School Code	Eric Birch Continuation High 36 67710 3630019		SSC Approval Date: May 12, 2022
School Address	7930 Locust Avenue, Fontana, CA 92336		Local Governing Board Approval Date: Pending approval on June 8, 2022  Original
Name of Principal	Mike Bunten	Phone # and Email	909-357-5310, Mike.Bunten@fusd.net
Name of SSC Chairperson	Mike Bunten	Phone # and Email	909-357-5310, Mike.Bunten@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## SCHOOL BACKGROUND

### VISION AND MISSION

Birch High School

#### VISION

At Eric Birch High School, the vision for all of our students is as follows: To prepare every student to meet their full academic potential for college and career readiness by mastering the four basic skills (reading, writing, speaking and listening) associated with a 21st Century education.

#### MISSION

At Eric Birch High School, our staff is committed to serving the needs of all of our students through the following mission statement: Provide each of our students a diverse education in an environment that is safe and supportive by creating an academic culture that promises self-discipline, motivation, and excellence in learning. Further, it is the desired goal of the educational professionals, at Eric Birch High School, to join with all community stakeholders to assist students in developing the skills needed to become independent and self-sufficient adults who will succeed and contribute responsibly to their communities.

### SCHOOL AND COMMUNITY PROFILE

#### Community Profile

Eric Birch High School is located in the northeast part of Fontana. We are one of two continuation high schools in the district. The school originally opened in 1971 and provided services for a population of 75 students. The original staff consisted of 5 teachers. The program was designed to help struggling students graduate from high school. In 1994, the school was moved to its current location, one block north of Foothill on Locust Avenue. We are surrounded by both residential and commercial development.

#### School Profile

Eric Birch High School is a Continuation High School that serves the northern Fontana community. The approximate enrollment is 180 students. The student population is a rich mixture of 86.7% Hispanic or Latino, 8.9% African American, 2.2% White. We have approximately 24.4% English Language Learners (levels 2, 3, or 4) 92.2% socioeconomically disadvantaged, 17.8% students with disabilities, and 1.7% are foster youth.

Our school site sits on 10 acres, which leaves us room for expansion. Currently, we have 16 permanent classrooms, 3 portable classrooms, a gym, a student and parent center, a student store, and a small cafeteria. Two classrooms are computer labs, one that is used for English Intervention, and the other computer lab is being used for APEX and CTE classes. All students have access to a device. Most classrooms are well equipped, with document cameras, Smartboards, and projectors. Each classroom also has a Literacy Corner where students have access to a variety of books. Books may either be checked out or read in class.

## SCHOOL BACKGROUND

	<p>Eric Birch High School has a total of 18 teachers including one RSP and two Adult Transition teachers. Our teachers all have a CLAD or comparable certification. All our teachers are fully tenured and have many years of teaching experience. Teachers are here because they believe in our students.</p>
<p><b>SPSA HIGHLIGHTS</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>* Develop and implement an intervention period/time that would provide additional services and supports for academic and/or social-emotional interventions.</li> <li>* Increase support systems for English Learners in demonstrating growth towards English Language proficiency</li> <li>* Improve access to social-emotional learning by implementing a Multi-Tiered System of Support</li> <li>* Increase Career Technical Education course offerings by developing an additional CTE Pathway in the Information Communication Technology Industry Sector</li> </ul>
<p><b>INCREASED OR IMPROVED SERVICES</b> (bullet points)</p>	<ul style="list-style-type: none"> <li>* Tutoring Services - Unlimited, 24 hours a day/7days a week</li> <li>* Increased access to the Resource Specialist Teacher outside the identified time required in the IEP</li> <li>* Increased professional development in the area of academic response frames and academic language to address the needs of English Learners</li> </ul>
<p><b>MOONSHOT</b></p>	<p>Evolve into an Alternative Learning Center instead of a singular location for a Continuation High School by Increasing the alternative learning opportunities in Fontana Unified School District through the Eric Birch High School staff and school site. Create multiple pathways for students that are identified as credit deficient as early as their 9th grade school year. The following are alternative learning opportunities that can be implemented in rebranding and establishing a Northern Satellite Alternative Learning Center: Continuation HS, Long Term Independent Study, Virtual Learning, K-5 Bridge Program, MS Bridge Program, Hybrid (online &amp; in-person).</p>

## School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

### Student Population

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

#### 2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>180</b>	<b>92.2</b>	<b>24.4</b>	<b>1.7</b>

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.

#### 2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	44	24.4
Foster Youth	3	1.7
Homeless	4	2.2
Socioeconomically Disadvantaged	166	92.2
Students with Disabilities	32	17.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	8.9
American Indian or Alaska Native		
Asian	1	0.6
Filipino	1	0.6
Hispanic	156	86.7
Two or More Races	1	0.6
Native Hawaiian or Pacific Islander	1	0.6
White	4	2.2

**These data points indicate:**

1. Based on the student data 92.2% of the student population qualify as Socioeconomically Disadvantaged.
2. Based on the student data over 24.4% of the student population are identified as English Learners.
3. Based on the student data 17.8% of the student population qualify as students with disabilities.

## School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

### Overall Performance

#### 2019 Fall Dashboard Overall Performance for All Students

##### Academic Performance

###### English Language Arts



Yellow

###### Mathematics



Yellow

###### College/Career



Orange

##### Academic Engagement

###### Graduation Rate



Yellow

##### Conditions & Climate

###### Suspension Rate



Red

**These data points indicate:**

1. Two areas where Eric Birch HS made growth are Graduation Rate and College/Career Readiness. Graduation Rate increased by 1.8% from 2018-2019 to an overall 73.7%. College/Career Readiness increased by 6.8% from 2018-2019.
2. The Suspension Rate is red on the indicator and continues to be an area of improvement but the Suspension Rate has declined over the past 3 years from 21.9% in 2017 to 15.4% in 2019.
3. English Language Arts is yellow on the indicator and continues to improve.  
  
Math is yellow on the indicator and continues to improve.

## School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

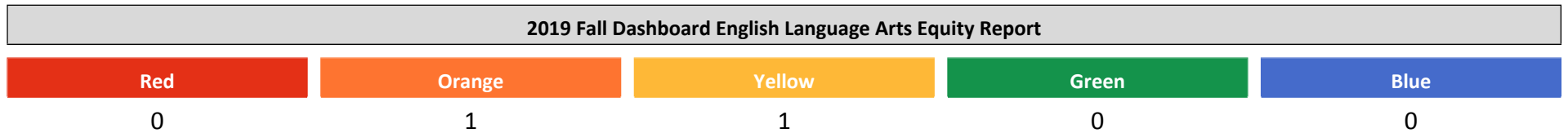
A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Language Arts

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**

All Students	English Learners	Foster Youth
 Yellow 99.6 points below standard Increased ++3.2 points 78	 No Performance Color 146.2 points below standard Declined -12.9 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 97.8 points below standard Increased ++3.3 points 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 98.1 points below standard Maintained ++2.6 points 70	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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
147.4 points below standard Declined -12.2 points 24	Less than 11 Students - Data Not Displayed for Privacy 1	95.4 points below standard Increased ++7.9 points 34

**These data points indicate:**

- English Language Arts increased by 3.2 points and all students are 99.6 points below standard.
- English Learners declined by (-)12.2 points in ELA and are 147.4 points below standard.

3. Socioeconomically Disadvantaged Students increased by 3.3 points and are 97.8 points below standard.

## School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

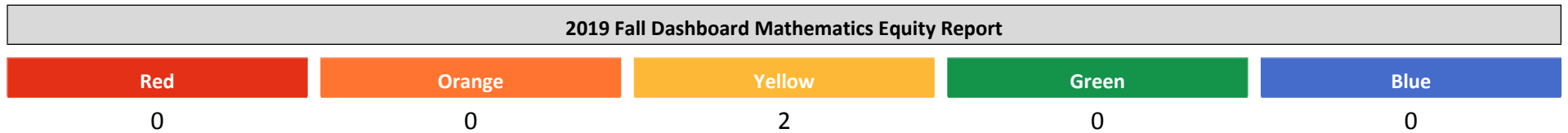
A review of the following data informs the comprehensive needs assessment.

### Academic Performance Mathematics

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**

**All Students**


  
Yellow

146.5 points below standard

Increased ++14.1 points

78

**English Learners**


  
No Performance Color

190.3 points below standard

Maintained 0 points

25


**Foster Youth**

  
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1


**Homeless**

  
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

**Socioeconomically Disadvantaged**


  
Yellow

144.5 points below standard

Increased ++12.6 points

75









**Students with Disabilities**

  
No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

**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	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 145.9 points below standard Increased Significantly ++17.4 points 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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
190.2 points below standard Increased ++5.2 points 24	Less than 11 Students - Data Not Displayed for Privacy 1	141.7 points below standard Increased ++8.6 points 34

**These data points indicate:**

1. Math increased by 14.1 points and all students are 146.5 points below standard.
2. The Hispanic student group increased by 17.4 points and are 145.9 points below standard.

3. Socioeconomically Disadvantaged Students increased significantly by 12.6 points and overall all the Socioeconomically Disadvantaged Students are 144.5 points below standard.

## School and Student Performance Data

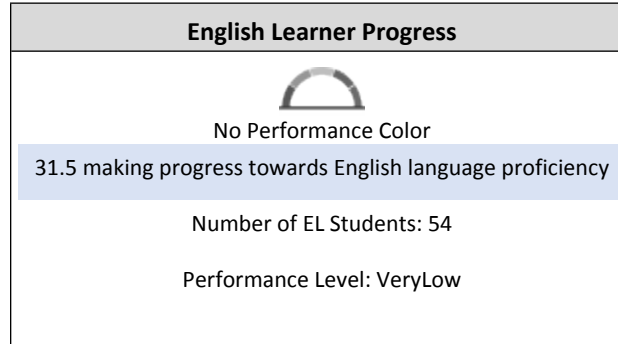
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A review of the following data informs the comprehensive needs assessment.

### Academic Performance English Learner Progress

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
48.1	20.3	5.5	25.9

#### These data points indicate:

1. We had a total of 54 English Learners and 31.5% are making progress towards English Language Proficiency.
2. English Learners progress: 48.1% decreased at least one ELPI level, 20.3% maintained ELPI Levels (1, 2L, 2H, 3L, 3H), 5.5% maintained ELPI level 4, and 25.9% progressed at



least one ELPI level.

3. We have around 25% of our current student population identified as English Learners, around 70% of the student population has been identified as English Learners at some point in their K-12 academic career making it important for us to address the needs of our current English Learners and our reclassified English Learners.

## School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

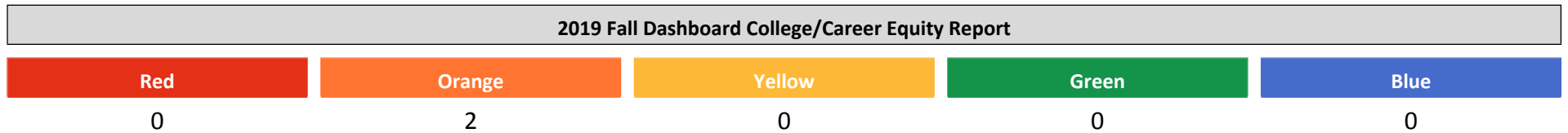
A review of the following data informs the comprehensive needs assessment.

### Academic Performance College/Career

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

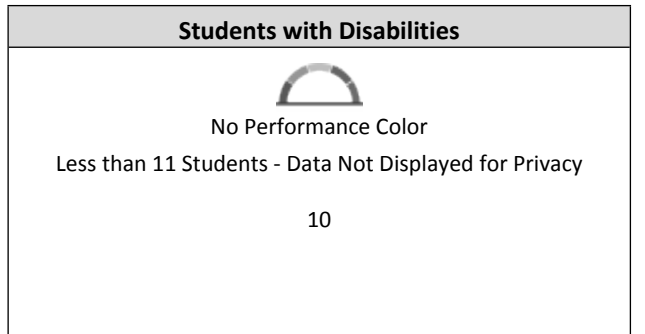
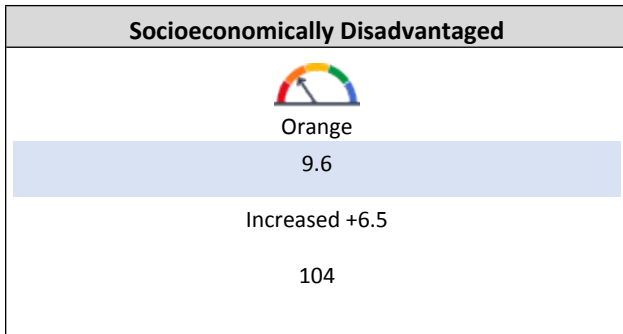
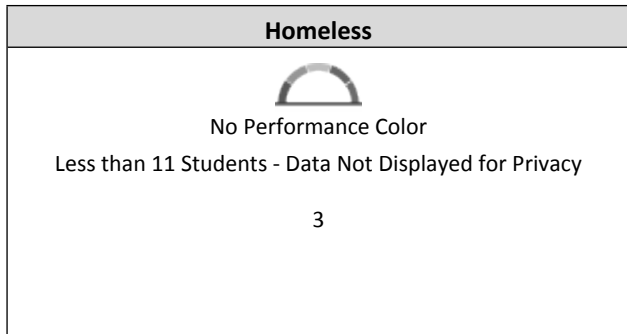
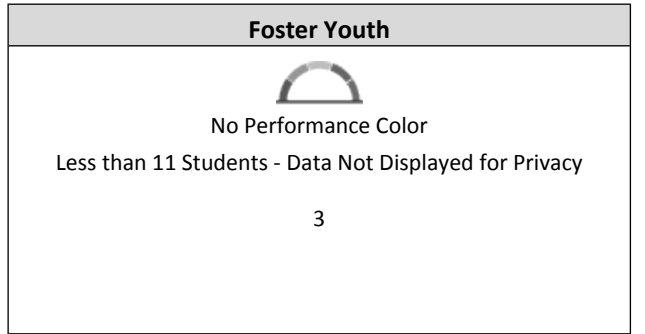
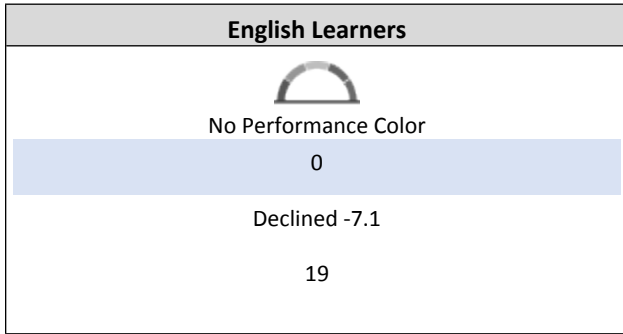
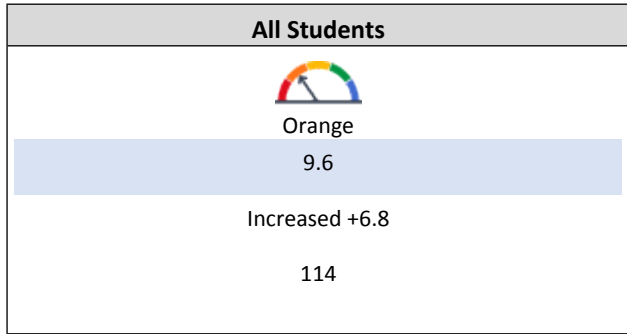


This section provides number of student groups in each color.











This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group



**2019 Fall Dashboard College/Career by Race/Ethnicity**

<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p><b>Hispanic</b></p>  <p>Orange 7.4 Increased +4 95</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

<p><b>Class of 2017</b></p> <p>Prepared Approaching Prepared Not Prepared</p>	<p><b>Class of 2018</b></p> <p>2.8 Prepared 26.4 Approaching Prepared 70.8 Not Prepared</p>	<p><b>Class of 2019</b></p> <p>9.6 Prepared 21.9 Approaching Prepared 68.4 Not Prepared</p>
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**2020 School Dashboard Additional Reports and Data**

**Students in the Combined Cohort or DASS Graduation Rate by Student Group**

Cohort	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
<b>Cohort Totals</b>	127	7	--	--	2	108	1	7	2	36	112	20	2	5

**Percentage of Students by CCI Level for each Student Group**

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	15.00%	*	--	--	*	14.80%	*	*	*	2.80%	12.50%	10.00%	*	*
Percentage Approaching Prepared	11.80%	*	--	--	*	13.00%	*	*	*	2.80%	13.40%	0.00%	*	*
Percentage Not Prepared	73.20%	*	--	--	*	72.20%	*	*	*	94.40%	74.10%	90.00%	*	*

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

**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
<b>All Students</b>	112	100
<b>African American</b>	11	9.8
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	1	0.9
<b>Filipino</b>	1	0.9
<b>Hispanic</b>	95	84.8
<b>Native Hawaiian or Pacific Islander</b>	1	0.9
<b>White</b>	3	2.7
<b>Two or More Races</b>		
<b>English Learners</b>	22	19.6
<b>Socioeconomically Disadvantaged</b>	100	89.3

**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
<b>Students with Disabilities</b>	13	11.6
<b>Foster Youth</b>		
<b>Homeless</b>	4	3.6

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>	0	0
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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	0	0
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	0	0
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.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	10	8.9
<b>African American</b>	1	9.1
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	9	9.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	1	4.5
<b>Socioeconomically Disadvantaged</b>	7	7
<b>Students with Disabilities</b>	1	7.7
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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	0	0
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	0	0
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	0	0
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	0	0
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	11.6
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	13	13.7
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	11	11
Students with Disabilities	0	0
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	5	4.5
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	5	5.3
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	4	4
Students with Disabilities	0	0
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	1	0.9
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1.1
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	1	1
Students with Disabilities	0	0
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.

**These data points indicate:**

1. 10 of the 112 students completed at least one Career Technical Education (CTE) Pathway (8.9% of the cohort). 7 of the 10 students were socioeconomically disadvantaged.
2. 5 out of 112 students completed two semesters, three quarters, or three trimesters of college credit courses (4.5% of the cohort).
3. 1 student earned the state seal of biliteracy.

## School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

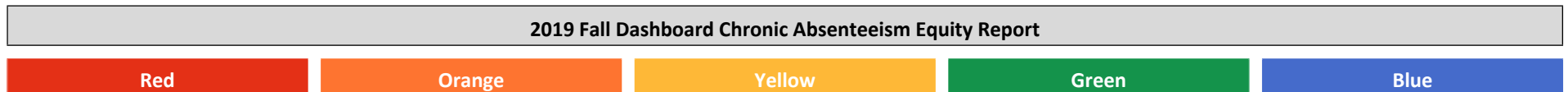
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Chronic Absenteeism

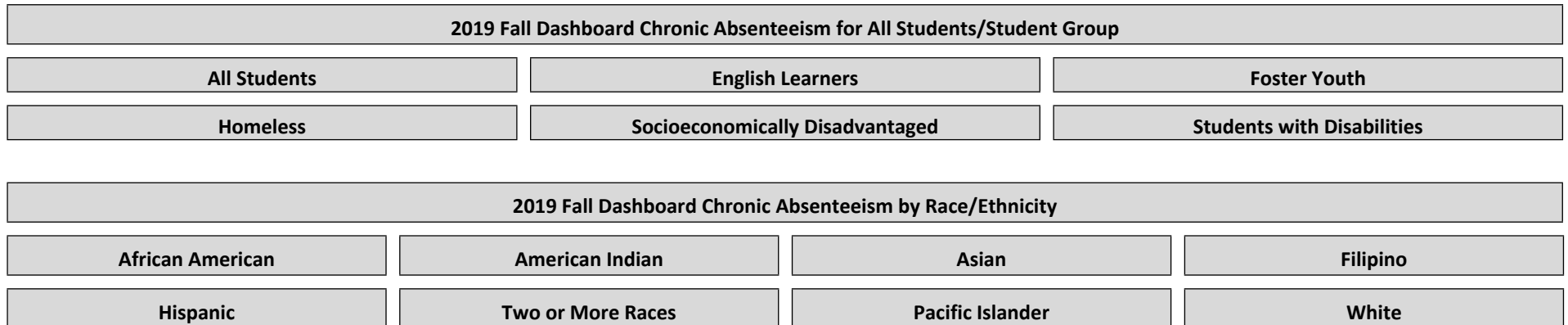
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.



### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	320	100	33.7
Female	105	29	28.7
Male	215	71	36.2
American Indian or Alaska Native	0	0	0.0
Asian	1	0	0.0
Black or African American	28	11	39.3
Filipino	3	0	0.0
Hispanic or Latino	274	82	32.2
Native Hawaiian or Pacific Islander	2	2	100.0
Two or More Races	2	0	0.0
White	10	5	83.3
English Learners	69	20	31.3
Foster Youth	5	3	75.0
Homeless	8	4	50.0
Socioeconomically Disadvantaged	275	85	33.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	39	9	24.3

**These data points indicate:**

1. In 2020-2021, Eric Birch HS had an overall chronic absentee rate of 33.7%
2. The Black or African American and male student groups had a disproportionately high rate of 39.3% and 36.2%, respectively. This reveals a need to provide additional attendance engagement and home visits.
3. Although the student group is small, the foster youth and homeless student groups also need additional attendance engagement and home visits.

## School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

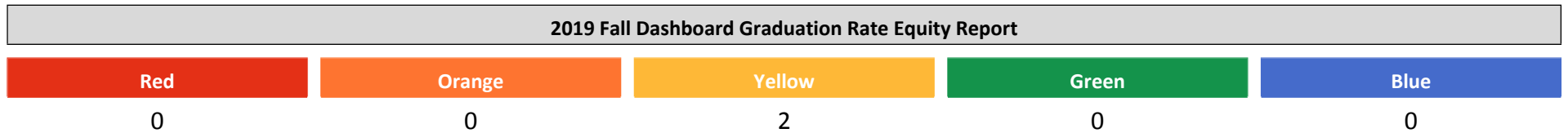
A review of the following data informs the comprehensive needs assessment.

### Academic Engagement Graduation Rate

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



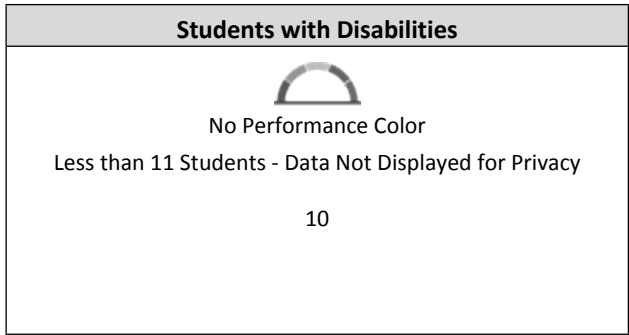
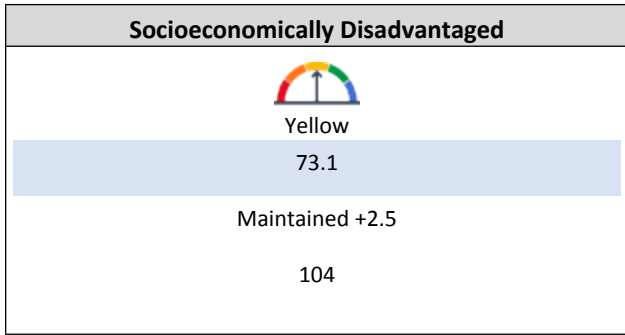
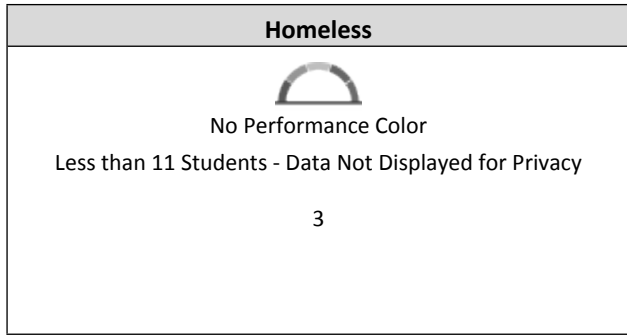
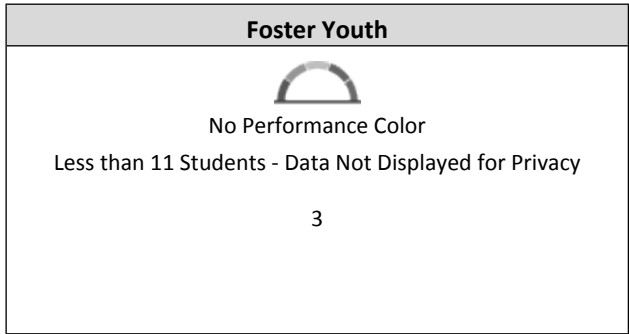
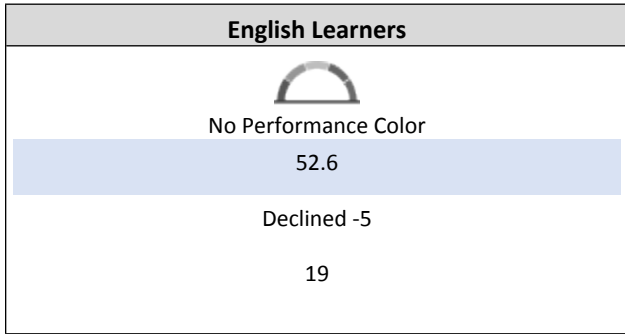
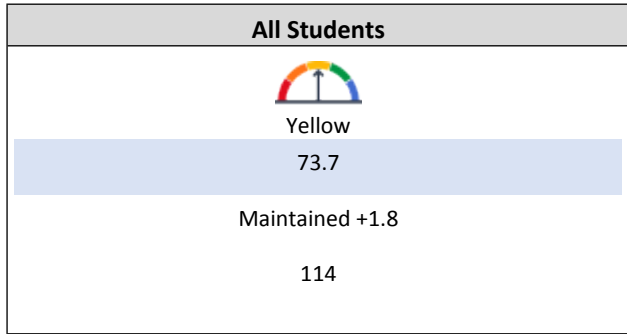
This section provides number of student groups in each color.











This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



**2019 Fall Dashboard Graduation Rate for All Students/Student Group**



**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p><b>Hispanic</b></p>  <p>Yellow 72.6 Maintained +0.5 95</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7</p>

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate by Year**

<b>2018</b>	<b>2019</b>
71.9	73.7

**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
<b>All Students</b>	112	78	0	69.6
<b>English Learners</b>	22	13	0	59.1
<b>Foster Youth</b>				

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
Homeless	4		0	
Socioeconomically Disadvantaged	100	68	0	68
Students with Disabilities	13	10	0	76.9
African American	11	7	0	63.6
American Indian or Alaska Native				
Asian	1		0	
Filipino	1		0	
Hispanic	95	68	0	71.6
Native Hawaiian or Pacific Islander	1		0	
White	3		0	
Two or More Races				

**These data points indicate:**

1. Graduation Rate decreased by 4.1% from 73.7% to 69.6%%
2. Graduation Rate for English Learners increased by 6.5% from 52.6% to 59.1%, Graduation Rate for Socioeconomically Disadvantaged Students decreased by 5.1% from 73.1% to 68%
3. English learners and African American students need targeted focus and supports as they are significantly graduating at a lower rate.

## School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

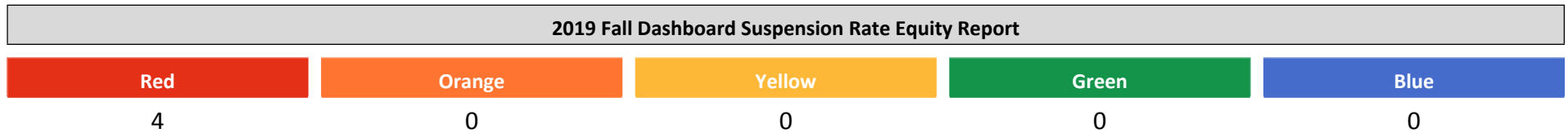
A review of the following data informs the comprehensive needs assessment.

### Conditions & Climate Suspension Rate

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

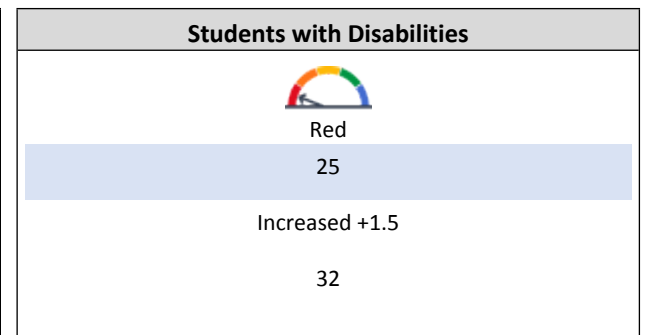
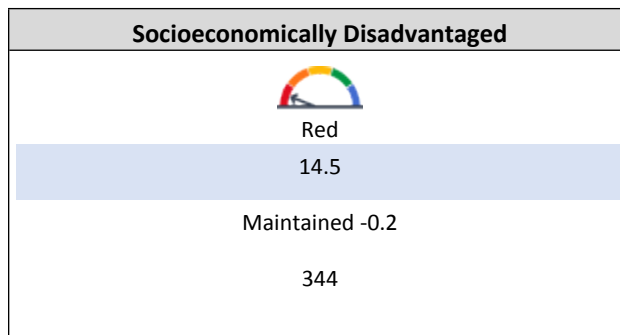
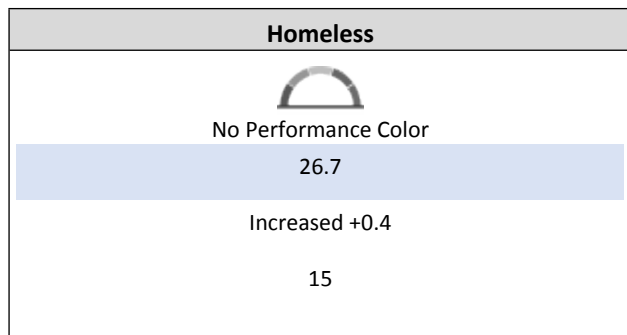
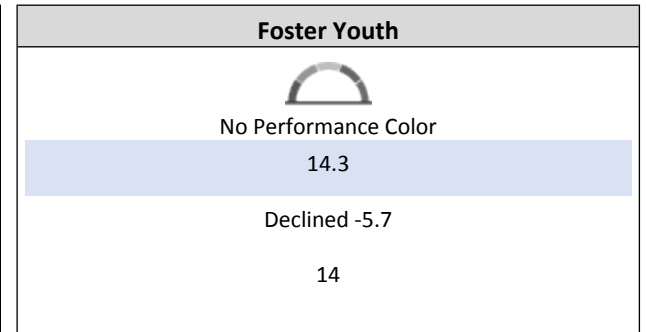
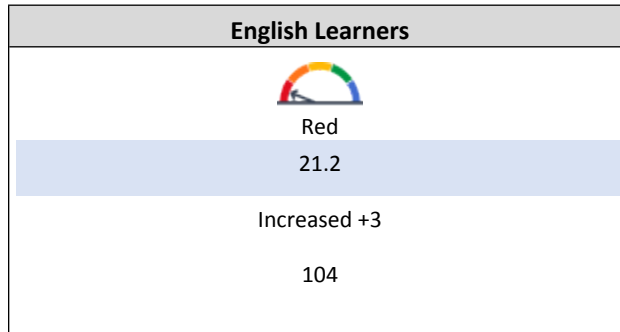
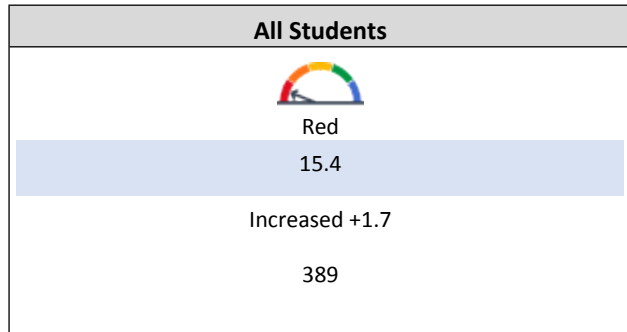


This section provides number of student groups in each color.










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**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 12 Declined -8.7 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Red 15.6 Increased +2.4 334	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 15.8 Increased +4 19

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	13.7	15.4

**These data points indicate:**

- The Suspension Rate has continued to decline over the past 3 years from 21.9% in 2017 to 15.4% in 2019.
- The Suspension Rate for Students with Disabilities has increased by 1.5% to an overall Suspension Rate of 25% and the Suspension Rate for English Learners has increased by 3% to another overall Suspension Rate of 21.2% for English Learners. Both student groups Suspension Rates are in the red, lowest performing area.
- The Suspension Rate for Socioeconomically Disadvantaged Students has decreased by (-) 0.2% to an overall Suspension Rate of 14.5% for Socioeconomically Disadvantaged Students.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.20
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.11
Fall 2021 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	11th: -11.6 12th: -12.7
Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN)	11th: -17.6 12th: -16.5
Site Specific Measures: Overall pass rate and fail rate by the following Report Cards * Quarter 1 * Quarter 2 * Semester 1	Quarter 1 Courses Pass Rate 75% F Rate 25%  Quarter 2 Courses Pass Rate 89% F Rate 11%  Semester 1 Courses Pass Rate 49% F Rate 51%
Site Specific Measures: The number of tutoring sessions and Extended Learning Opportunities provided from August through January.	Tutoring *From August through January, over 150 student tutoring sessions have been implemented  ELO *From August through January, over 600 extended learning opportunities for credit recovery have been implemented

**These data points indicate:**

Students at Eric Birch HS made slightly less than a years' growth in Reading and in Math.

Students in both 11th and 12th grade are below the norm in Reading and Math, however, their growth in Math brought them closer to the norm in Math but not in Reading.

Looking at Reading data by male and female student groups, 52% of male students met/exceeded their expected growth in Reading while 20% of female students met/exceeded their expected growth in Reading.

Looking at Math data by male and female student groups, 50% of male students met/exceeded their expected growth in Math while 22% of female students met/exceeded their expected growth in Math.

The data shows a need to closely monitor female student with growth in Reading and in Math.

No significant difference between 11th and 12th-grade growth in Math.

Male students made significant growth around a years' growth while our female students did not demonstrate the same growth in Reading and Math. Overall, female students demonstrated less growth during the 2020-2021 school year in Reading and Math.

\* Credit recovery (Q1) courses pass rate is comparable to previous years pass rates.

\* Credit recovery (Q2) courses pass rate is higher by about 14% to previous years pass rates.

\* Original credit (S1) courses pass rate is lower by about 11% compared to previous years pass rates.

\* The data points indicate that students need additional support specifically in the original credit courses such as small group instruction and increased student engagement strategies.

<b>Academic Data – English Learners (EL)</b>	
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.28
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.18
Fall 2021 MAP Growth Reading (EL): Average Distance from Norm (DFN)	11th: -21.7 12th: -23.4



Academic Data – English Learners (EL)	
Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN)	11th: -27.1 12th: -22.9
Site Specific Measures: Walkthrough Data: percent of classroom consistently implementing EL strategies	<p>Academic Response Frames * 15% of the classrooms were implementing academic response frames during the classroom walkthrough</p> <p>Academic Language * 69% of the classrooms had evidence of TEACHERS and/or students using academic language during the classroom walkthrough</p> <p>* 37% of the classrooms had evidence of STUDENTS using academic language during the classroom walkthrough</p>
Site Specific Measures: The number of tutoring sessions and Extended Learning Opportunities provided from August through January.	<p>Tutoring *From August through January, over 150 student tutoring sessions have been implemented * 80% of the tutoring sessions have been EL students</p> <p>ELO *From August through January, over 600 extended learning opportunities for credit recovery have been implemented * 30% of the extended learning opportunities for credit recovery have been completed by EL students</p>

**These data points indicate:**

EL students have made more growth in Math than in Reading.  
 EL students made similar growth in Reading and Math compared to all student group.  
 EL students are showing a similar pattern of being far below the norm in Reading and Math.  
 EL students are performing slightly below the all student group in Reading and in Math.

The data indicates wide spread use of academic language used by teachers but we are not seeing students engaged in using and accessing academic language.

The classroom walkthrough data indicates the need for continued PD to support teachers in providing students with opportunities to increase the quality and quantity of academic language.

<b>Language Acquisition Data – English Learners (EL)</b>	
<b>School Metrics/Indicators</b>	<b>Current Outcomes</b>
2020-2021 % by ELPAC Level	Level 4: 2% Level 3: 30% Level 2: 41% Level 1: 26%
2020-2021 ELPAC Listening Domain: % by Performance Level	7% - Well Developed 65% - Somewhat/Moderately Developed 28% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	43% - Well Developed 39% - Somewhat/Moderately Developed 17% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	0% - Well Developed 46% - Somewhat/Moderately Developed 54% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	9% - Well Developed 65% - Somewhat/Moderately Developed 26% - Beginning Development
Site Specific Measures: EL students that participated in tutoring and/or extended learning opportunities will increase their pass rate in credit recovery courses.	* 150 student tutoring sessions have been implemented from Aug through January * Quarter 1 to Quarter 2 the EL student pass rate of credit recovery courses has increased by 21%  Quarter 1 Pass Rate 67% F Rate 33%

**Language Acquisition Data – English Learners (EL)**

	Quarter 2 Pass Rate 88% F Rate 12%
Site Specific Measures: EL students that participated in tutoring and/or extended learning opportunities will increase their pass rate in original credit courses.	Credit Recovery EL Student Data Pass Rate/F Rate  * Semester 1 Original Credit EL student pass rate was 46% and the goal is to increase the Semester 2 pass rate through the tutoring sessions  Semester 1 Pass Rate 46% F Rate 54%

**These data points indicate:**

71% of our EL students scored at level 2 or level 3 overall on ELPAC  
Reading and Listening domains demonstrate the greatest area of need for our EL students based on ELPAC.  
The Speaking domain is an area of emphasis across all content areas and ELPAC results demonstrate growth in the Speaking domain with 82% of our EL students scored at Somewhat/Moderately or Well Developed.  
Level of development in the Speaking domain is not transferring the skills into the other domains.  
ELPI data shows Grade 11 students at 3L need additional support in their EL development across all content areas.

\*EL students that participated in tutoring opportunities have increased their pass rate by 21% in the credit recovery courses.  
\*Semester 1 original credit courses pass rate of 46% is our baseline and Semester 2 pass rate will be measured to identify if the tutoring increased the pass rate.  
\* The Q1/Q2 pass rate indicates that we did improve the overall pass rate but students need additional supports and services in order to pass their credit recovery courses.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	3%
Site Specific Measures: 1. Coffee with Administration 2. ELAC Meetings 3. SSC Meetings 4. Back to School Night	1. On average we had 6 parents participate in Coffee with Administration 2. On average we had 8 parents participation at ELAC Meetings 3. On average we had 2 parents participation at SSC Meetings 4. Back to School Night had 8% of the parents join the online event
Site Specific Measures:	

**These data points indicate:**

These data points indicate an overall decrease in parent/family engagement throughout the 2021-2022 school year and the need to increase parent and family engagement at Eric Birch High School. We did not meet the expected outcome of 25% participation on the parent/family climate survey. This was a significant decrease in parents completing the parent/family climate survey in previous years outcomes of 22%, 12%, and now 3%.

College and Career Readiness	
School Metrics/Indicators	Current Outcomes
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	na
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL)	na
2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort)	0.0%
2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort)	0.0%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	15.3%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	0.0%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	2.2%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	0.0%

**College and Career Readiness**

Site Specific Measures: Original credit (semester 1) courses pass rate

Semester 1 Courses  
Pass Rate 49% F Rate 51%

**These data points indicate:**

Based on the College and Career Readiness data we had 15.3% of our 11th-grade students' scored standards met or exceeded in ELA and 2.2% in Math. This data is from the 2018-2019 school year and indicates that students need additional services and support to meet or exceed ELA and math standards, especially after distance learning.

\*Our A-G completion rate is 0% as we currently do not implement an A-G pathway for students but we are working with Teaching and Learning on getting the 18-week original credit courses A-G approved on UC Doorways. The credit recovery courses would need to be submitted and approved by the Secondary Curriculum Committee for the initial A-G process. We can provide an alternative A-G pathway to graduation for students that are interested in APEX courses but the amount of credit recovery needed must be equal to or less than 30 credits.

The site specific measures indicate that students need additional support specifically in the original credit courses such as small group instruction and increase student engagement strategies.

\*Original credit (S1) courses pass rate is lower by about 11% compared to previous years pass rates.

**Behavior**

School Metrics/Indicators	Current Outcomes
Site Specific Measures: PBIS Rewards	As of January 28, 2022 *Total of 3868 PBIS points awarded *Respect: 1302 *Responsibility: 1486 *Safety: 1080
Site Specific Measures: School-Wide PBIS Tiered Fidelity Inventory (SWPBIS)	TFI #1 conducted on 11/5/21 *50% implemented  TFI #2 conducted on 2/17/22

Behavior	
Site Specific Measures: Formal Student Behavior Referrals	As of January 31, 2022 * 15 student referrals to administration * 13 non-duplicated student referrals to administration
Site Specific Measures:	

**These data points indicate:**

- \*PBIS Rewards data will be reviewed, evaluated, and analyzed year to year moving forward as this is our first year in PBIS Tier 1 implementation
- \*School-wide PBIS Tiered Fidelity Inventory (SWPBIS) - TFI #1 demonstrated that we have implemented PBIS at 50% school-wide
- \*Student Behavior Referrals have increased from 2 in the 2020-2021 school year to 15 in the first semester of 2021-2022. The increase in student referrals is a result of going from distance learning in 2020-2021 back to in-person in 2021-2022

## ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

**Has Integrated ELD been implemented effectively? How was it measured?** Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Based on the student data over 24.4% of the student population are identified as English Learners.

### ELPAC Data

71% of our EL students scored at level 2 or level 3 overall on ELPAC

Reading and Listening domains demonstrate the greatest area of need for our EL students based on ELPAC.

The Speaking domain is an area of emphasis across all content areas and ELPAC results demonstrate growth in the Speaking domain with 82% of our EL students scored at Somewhat/Moderately or Well Developed.

Level of development in the Speaking domain is not transferring the skills into the other domains.

### SBA ELA

English Learners declined by (-)12.2 points in ELA and are 147.4 points below standard.

### SBA Math

English Learners maintained by 0 points in Math and all current English Learners are 190.3 points below standard.

Graduation Rate for English Learner declined by 5% and an overall Graduation Rate of 52.6%.

English Learners overall graduation rate is 21.1% lower than the all student graduation rate.

Based on the supporting data integrated ELD has not been implemented effectively as we continue to see the English Learners performing below grade level in ELA and Math.

Chronic absenteeism rate for English Learners is 2.4% lower at 31.3% than the all student group at 33.4%

**Has Designated ELD been implemented effectively?** Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Eric Birch High School has not been offering designated ELD due to previous interpretations of the ELD requirements. The Continuation High Schools are currently not providing transfer opportunities for EL 1 or 2 students. EL 3 and 4 students are currently enrolled in literacy intervention courses.

**What adjustments are needed to improve or enhance the implementation of your site’s core comprehensive ELD (I-ELD and D-ELD)?** Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

Professional Development will be implemented for teachers to increase language clarification and language acquisition during regular content-area lessons. The Teacher on Assignment for English Learners will be utilized to provide whole group, Department PLC, and individual teacher support on specific EL strategies: Academic Language and Response Frames.

College and Career Literacy courses will be provided for students that have scored below grade level on the Reading Inventory.

Bilingual Aide will support all English Learners by monitoring student's academic success and scheduling small group and individualized extended learning opportunities.

ELPI data shows Grade 11 students at 3L need additional support in their EL development across all content areas.

At the Continuation High School, we do not have Designated-ELD scheduled into the school site's core curriculum

We need to expand the course offerings to include designated ELD (Advanced ALD) for EL students or alternatively have ELA teachers implement designed ELD instruction.



## Comprehensive Needs Assessment

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data	
<p><b>Surveys</b> Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Eric Birch High School implements several surveys to monitor programs and gain stakeholder feedback. In the 2021-2022 school year, these surveys were used to monitor ASB activities, Career Technical Education, Student Post-Graduation Plans, Teacher Perception of School Climate, Health and Wellness, and WASC Focus Group activities. Parents were also asked to complete an FUSD Annual Climate Survey. The results are shared at stakeholder meetings and analyzed collaboratively to provide direction for the next steps. Staff members are also given PBIS Faculty and PBIS Self-Assessment Surveys.</p> <p>Fall 2021 Student Climate Survey</p> <ul style="list-style-type: none"> <li>* Survey was administered on August 10,12 with makeup days on August 24 and 26.</li> <li>* Survey was administered to all students at Eric Birch High School (grades 11 and 12)</li> <li>* 82% of the students completed the survey</li> </ul> <p>Areas of Strength</p> <ul style="list-style-type: none"> <li>*Other Risks</li> <li>*Substances and Student Interactions</li> <li>*Attendance</li> <li>*Self-Management</li> </ul> <p>Areas of need</p> <ul style="list-style-type: none"> <li>*Learning Opportunities</li> <li>*Sense of Belonging</li> <li>*Self-Efficacy</li> </ul> <p>Fall 2021 Student SEL Survey</p>

## Analysis of Qualitative Data

- \*Survey was administered on August 10, 12 with makeup days on August 24 and 26.
- \*Survey was administered to all students at Eric Birch High School (grades 11 and 12)
- \*82% of the students completed the survey

### Areas of Strength

- \*Supportive Relationships
- \*Self-Management
- \*Emotion Regulation

### Areas of need

- \*Sense of Belonging
- \*Self-Efficacy
- \*Grit

### Fall 2021 Family Climate Survey

- \*Survey was administered in August
- \*3% responses were submitted
- \*Students transferring in and out of the Continuation High School creates a hardship in working and communicating with parents on completing the survey
- \*District-wide transfer policy would support getting students transferred, enrolled, and scheduled before the school year starts so we can communicate with parents on completing the survey
- \*Back to School Night is our targeted time for parents surveys but the BTSN was held virtually for 21.22 school year

### Areas of Strength

- \*Environment
- \*Inclusion Efforts
- \*Meal Choices

### Areas of need

- \*Family Engagement
- \*Learning Model
- \*Parent Support

### ASB Surveys

- \*ASB Advisor provides quarterly surveys for ASB to complete and provide feedback to the school site administration and teachers
- \*Feedback from ASB surveys center around the need to increase student incentives with food and gift cards

### Monthly Leadership Meetings

- \* We hold monthly leadership meetings with department chairs, administration, counselors, and our ASB advisor
- \* Every leadership meeting provides time for each department to share their feedback, concerns, and/or questions regarding

**Analysis of Qualitative Data**

school site goals and schoolwide expectations

Department chairs have shared the following feedback from teachers in their department:

- The need to add additional elective courses at EBHS that provide students with courses they are interested in taking
- Additional training and support on Tier 1 implementation of PBIS, especially for new teacher
- Grade level and subject area PLC time to collaborate on instruction

PBIS Surveys

192 students completed the student survey

43 parents completed the parent survey

- \* 3.32 was the overall mean score for the parent survey
- \* Instructional environment received the highest mean score
- \* Parent involvement was the lowest mean score

35 Staff members completed the personnel survey

- \*Structure for learning was the highest mean score
- \*Parent involvement was the lowest mean score

PBIS Tier Fidelity Inventory 11/5/21

School-Wide PBIS Tier 1 50%

- \*Teams - 50%
- \*Implementation 67%
- \*Evaluation 12%

PBIS Tier Fidelity Inventory 2/17/22

School-Wide PBIS Tier 1 83%

- \*Teams - 100%
- \*Implementation 89%
- \*Evaluation 62%

PBIS school-wide implementation has improved from the first inventory on 11/5/21 at 50% into 83% on the second inventory on 2/17/22

**Classroom Observations**

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

Classroom walkthroughs are conducted on a weekly basis by school site administration

Student Engagement observed through classroom walkthroughs

- \*51% of the walkthroughs identified 100% of students engaged in learning
- \*37% of the walkthroughs identified 75% of students engaged in learning

Learning Intentions

- \*68% of the walkthroughs identified learning intentions posted/reviewed

## Analysis of Qualitative Data

- \*11% of the walkthroughs identified success criteria posted/reviewed
- PBIS References
- \*100% of the walkthroughs identified PBIS schoolwide expectations posted
- \*53% of the walkthroughs identified Positive Reinforcements Used
- Academic Language & Response Frames
- \* 69% of the walkthroughs identified academic language being used by the teacher
- \* 37% of the walkthroughs identified academic language being used by the students

Areas of focus for 2021-2022 school year

- \*Evidence of PBIS school-wide and classroom expectations
- \*Evidence of implementation of academic language and academic response frames

Below are the questions and area of focus in the classroom walkthrough form

- \*Observer
- \*Date Observed
- \*Teacher
- \*Period Observed
- \*Content Area Observed
- \*Grade Level Observed
- \*Phases of Instruction Observed
- \*Check for Understanding
- \*Students Engaged in Learning
- \*Teacher Clarity
- \*Evidence of PBIS Implementation
- \*Evidence of Academic Response Frames
- \*Evidence of Academic Language
- \*Comments to Teacher
- \*Comments to Administration

The classroom walkthrough data is used to inform our next steps for professional development and/or topics for staff meetings so teaching and learning are continuously being improved. For example, semester 1 data indicated a need to refocus on developing, reviewing, and posting Learning Intentions for all lessons.

Based on walkthrough data we have identified a need to support teachers with PD on intentional lesson planning and implementing small group instruction.

## Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

**Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Eric Birch High School follows the district assessment calendar which includes timelines to provide all state and district assessments. Assessments are analyzed through the Professional Learning Communities (PLC) to identify next steps to improve student achievement. In the core subject areas teachers create benchmark assessments and these are implemented and analyzed through our PLC's. This allows administration and staff to help determine our progress.

Eric Birch High School uses the following types of assessments and data to differentiate/revise instruction to improve student achievement:

- \* iO reports for student enrollment with ELPI data
- \* MAP reports
- \* ELPAC results
- \* CAASPP data

Throughout the school year, during staff meetings and professional learning communities, teachers discuss student outcomes based on the FUSD LCAP goals to determine if the vision, mission, and School Learning Objectives (SLOs) are aligned with the expected and actual student outcomes.

In PLCs, teachers use the state and local assessment data to work through the Data Analysis Protocol (Research, Recall, Reflect, and Respond). With additional support from Special Education Aides and Bilingual Aides the PLCs identify academic tiers of intervention. The academic tiers are use to identify students that need additional with Social & Emotional support, small group or individualized instruction, and/or period pull outs through the teachers PLC prep periods.

Use of state and local EL academic performance and language development data to determine EL student and program needs.

Eric Birch High School uses the following types of assessments and data to modify instruction to improve student achievement for the EL student population:

- \* iO reports for student enrollment with ELPI data
- \* College & Career Literacy Reading Inventory
- \* MAP reports

### Standards, Assessment, and Accountability

	<ul style="list-style-type: none"> <li>* ELPAC results</li> <li>* CAASPP data</li> </ul> <p>In PLCs, teachers use the state and local EL academic performance data to work through the Data Analysis Protocol (Research, Recall, Reflect, and Respond). With additional support from Special Education Aides and Bilingual Aides the PLCs identify academic tiers of intervention. The academic tiers are use to identify students that need additional language development support through extended learning opportunities, prep period pull outs, and/or small group instruction.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>In December 2021 and April 2022 school site council performed progress monitoring of actions and services to review levels of implementation and outcomes. Most actions and services were partially implemented with the intramural program receiving recognition for its success in the first year of full implementation.</p> <p>In February 2022 ELAC performed progress monitoring of actions and services to provide recommendations on future actions and services.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>Eric Birch High School Administration, Site Leadership Team, and English Learner Advisory Council, reviews budget and SPSA goals every month. In the Spring, the stakeholders provide input for budgeting. In the Fall, ELAC, SSC, site leadership and admin team meet to discuss the programs and services to be addressed in the SPSA. In October, beginning of the year EL assessment data is reviewed and drafts are written and shared. Amendments are made based on stakeholder input before a final draft is accepted and voted upon. In January, EL programs and services are revisited for program evaluation and input is gathered from stakeholders for potential budget moves and action addendums. If adjustments are made, drafts are written and shared, and the approval of the changes are presented to a vote typically if February</p>
<p><b>Identified Needs based on Findings:</b></p> <ul style="list-style-type: none"> <li>* Increase student reading levels to grade level reading levels in ELA</li> <li>* Increased rate of EL reclassification</li> <li>* Students are scoring below standard on SBA ELA and Math</li> <li>* Focus on building Speaking and Writing skills for increase ELPAC scores</li> <li>* Extended Learning Opportunities for English Learners in the areas of listening and writing for the purpose of increasing ELPAC scores and reclassifying students</li> </ul>	

### Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>Professional development is aligned with student performance and professional needs based on the student data, walkthroughs, staff surveys/feedback, and overall school site data from the CA Dashboard.</p>
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**Staffing and Professional Development**

Secondary School Learning Walks; Learning Walks are used to provide feedback to the school site on specific areas of teaching and learning such as DOK, calibration on curriculum pacing and assessments, student engagement, and implementation of teacher clarity. Principals and Assistant Principals from the High Schools meet quarterly and conduct Learning Walks at rotating High Schools. The Learning Walks focus on the ELA courses and the implementation of the new Springboard curriculum. Secondary School Walkthrough Form; at EBHS the Principal and AP use the district provided Secondary School Walkthrough Form to provide digital feedback after conducting informal classroom walkthroughs.

Teachers use the Innovation Prep Period PLC to increase the time of collaboration in content and across all content areas.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Access to Teachers on Assignment (TOA) is available for ELA, Math, Special Education, and Science. Admin directed time on Wednesdays has been utilized for the EL TOA to provide ongoing instructional assistance and support for teachers to learn about specific EL teaching strategies.

Eric Birch High School has created an Innovation that provides teachers with built in time for a prep period PLC. This time is utilized for ongoing instructional assistance and support with TOAs, Administration, and peer-peer collaboration.

Ongoing professional development in the area of Digital Learning has been provided for all Social Studies and Science Teachers throughout the school year. the Digital Learning Project Specialist for the SB County superintendent of Schools has been scheduled 3 times throughout the school year to provide assistance and support for the two content area teachers to learn hands on blended/digital lessons.

Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)

Eric Birch HS currently has implemented a Innovation that creates an additional prep period for all teachers. This Innovation creates two teacher prep periods; one of them is a traditional prep period for teacher to conduct professional duties while the second is a PLC prep period where teachers are required to work on 6 identified teaching and learning support areas. One of these is

**Identified Needs based on Findings:**

Implementation of Educational Technology for interventions and student support

- \* Provide PD on Mindsi curriculum for the creation of a 2nd CTE pathway
- \* Best practices of blended/online instructional strategies implementing the 5 E's Lesson Plan
- \* Increase teachers capacity to implement EL strategies focused on productive language
- \* More targeted instruction for students (individual not whole group)

Multi-Tiered Systems of Support

- \* Provide PD for teachers, counselors and support staff on MTSS

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:  
Grade English Math Science Social Science  
6-8th Study Sync Big Idea

Discovery Math Techbook Prentice Hall

Discovery Science Techbook TCI History Alive!  
9-12th SpringBoard HMH- Integrated California

Discovery Math Techbook Pearson- Biology

Glencoe- Chemistry

Holt, Rinehart & Winston- Earth Science McGraw - Hill

Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching. Teachers utilize differentiated instructional groups during class in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, Math 180 and C-STEM). The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.

The English department teachers use the College Board Springboard curriculum, which is aligned to the 2012 CA ELA/ELD framework and has high standards for performance criteria vertically aligned to AP courses and college coursework. Pacing guides, common formative assessments, and full-scale implementation training and fidelity follow-up occurred with district office personnel during the 017-2018, 2018-2019, and 2019-2020 school year.

College and Career Literacy, our English intervention program, uses Read 180 curriculum and is aligned to the CA ELA/ELD framework and the ELA California State Standards. An Intervention Teacher on Assignment(TOA) from the district office comes to site on a monthly basis to collaborate with this teacher, analyze READ 180 assessment data, and administer the MAP testing for this student group.

The History and Social Sciences department adopted new textbooks through the piloting process during the 2018-2019 school year. The newly adopted textbooks are aligned with California State Standards and the History/Social Studies Framework. The use of Inquiry based learning is emphasized. Pacing/curriculum guides will be developed emphasized. Pacing/curriculum guides will be developed Springboard curriculum, including Zinc Lab Springboard Implementation Fidelity Walks Intervention TOA History/Social Science textbook UNIQUE curriculum program SANDI Assessment Online Programs: iNACOL



## Teaching and Learning

Our Art program is based on the newly adopted VAPA standards. VAPA teachers from across the district participate in a quarterly all-day PLC meeting wherein they have begun to backwards map the new VAPA standards into pacing guides which would align across their content areas.

The Moderate/Severe Adult Transition Special Education teachers on site have been given professional development by the district in the use of the UNIQUE curriculum. This curriculum focuses on goal setting and can be differentiated and paired down for students with even the most severe disabilities. The UNIQUE curriculum is standards aligned and contains units that focus on current events, science concepts. And daily living. Special Education teachers have also been recently trained to use the SANDI assessment. This assesses students at four planned intervals during the school year, and not only before annual IEP or triennial IEPs which was the past practice. This now allows teachers to track specific academic, behavior, and daily living goals for students, that are specific to their age, grade level, and ability level.

Career Technical Education pathway uses Jasper Active and Person Certi-Port curriculum and assessments to align skills attained through content instruction with skills gained in other content areas such as English and Math. Teachers attend a variety of conferences and professional development throughout the year to increase their understanding of Visible Learning and Teacher Clarity, both initiated at the district level, and technology integration in the classroom, initiated at the site level.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, System 44, Math 180, and C-STEM) Students who participate in the Resource Specialist Program also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans.

All course curriculum and textbooks are aligned with the California State Standards for their content area as well as the National Literacy Standards in all content areas. New curriculum adoptions in ELA, Math, and Social Studies align with the CA ELD Standards for grades 9-10 and 11-12 grade spans. Graduation requirements set by the district coincide with similar, but not all, A-G requirements. Jasper Active and Person Certi-Port curriculum and assessment is used within the Career Technical Education Information Technology and Communications pathway to align skills attained through content instruction with skills gained in other content areas such as English and math.

### Identified Needs based on Findings:

Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.

Continue to use and analyze common formative assessment data in grade level teams to plan differentiated instruction based on student needs.

Teachers need to continue to build expertise in creating learning targets and success criteria.

After PLC professional development training, teachers need to be afforded additional PLC collaboration time to lesson plan, create assessments, data analysis, identify effective strategies, and reteach/enrichment lesson.

### Teaching and Learning

We need to provide and pay certificated teachers to participate in opportunities to work in their Professional Learning Communities to identify essential learning objectives, discuss and agree upon success criteria for these objectives, then plan for use with students. Additionally, these PLC teams need to continue to develop and refine common formative and summative assessment to analyze student proficiency, leading to discussion and planning around intervention and enrichment opportunities.

New science curriculum based on/connected to NGSS standards  
 PD on Mindsi curriculum for the CTE pathway

Provide additional time for PLC's to collaborate on data review, current practices, curriculum needs and additional/supplemental materials needed to meet the needs of all students.

Provide additional time for Professional Development based on teacher needs.

Provide PLC time for data chats around EL and SPED data.

### Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Eric Birch High School Innovation; Innovation provides teachers with built in time for a prep period PLC. This time should be utilized for additional learning opportunities for underperforming students to meet with teachers and get individualized support that is targeted to their learning gaps.

Eric Birch High School has built in a 7 period instructional day for all students. This schedule provides for student to remediate while taking grade level courses.

Eric Birch High School has created a Learning Lab for extended learning opportunities for underperforming students to meet with the Bilingual Aide, and/or the Resident Sub, and/or teachers before school, after school, and lunch time. Student progress reports and report cards are used to create a student intervention list that is broken into Tiers of Intervention.

Student groups for whom there exist disparities in achievement and summary of the root causes.

The following student groups have disparities in achievement  
 English Learners  
 Students with Disabilities  
 Socioeconomically Disadvantaged Students.

Summary of the root causes

- \* Lack of ELD objectives implemented into daily lesson plans across all content areas
- \* Lack of a fully implemented multi-tiered system of supports
- \* Lack of small group differentiated instruction

Determination of whether the needs of all children have been met by the SPSA  
 Actions/Services implemented, particularly the

Our implemented SPSA actions and services have met the needs of some students and specifically met the needs of our English Learners by increasing their pass rate in credit recovery courses.

### Opportunity and Equal Educational Access

language and academic needs of English Learners and students not meeting the state academic content standards.

Based on our classroom walkthroughs we have seen an increase in the EL teaching strategies in the below areas  
Academic Response Frames

\* 15% of the classrooms were implementing academic response frames during the classroom walkthrough

Academic Language

\* 69% of the classrooms had evidence of TEACHERS and/or students using academic language during the classroom walkthrough

\* 37% of the classrooms had evidence of STUDENTS using academic language during the classroom walkthrough

Despite the implementation of school-wide PBIS expectations, we have seen an increase in our suspension data in two specific areas, controlled substances on school grounds and physical/verbal altercations.

#### Identified Needs based on Findings:

Increase the student support through Resource Specialist Teachers by providing instructional support, intervention support, student feedback, and mentoring.

Using common formative assessments, based on PLC intervention planning and resource development, we need to offer and extend both intervention and enrichment opportunities to our students.

Currently, Student Support Time mostly focuses on students who are falling behind, failing, and/or missing instruction.

We need to offer additional tutoring and/or interventions outside the school day. This can include teacher-developed and outside services for intervention and support. Distance Learning has also reduced the intervention opportunities for students that are performing below standard. We need to develop and implement resources and instruction (whether independent or directed) for these students to extend learning

Increase the communication and collaboration time with the Resource Specialist and the General Education Teachers.

Research possible actions/services that would address the illegal use of controlled substances and physical/verbal altercations on campus.

### Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

The following activities are utilized to provide parents and other community members with an understanding of the vision, mission, and Student Learning Outcomes of Citrus High School; At back to school night, parents and students are provided with an opportunity to meet with every teacher, counselor, and administrator and discuss the vision, mission, and SLOs of Citrus High School.

At all student orientations, counselors and administrators provide all new students and parents with details of the school vision, mission, and SLOs of Citrus High School. Blackboard Connect messages Coffee with the Principal The vision, mission,

## Parental Engagement

and SLOs are discussed at the school site council (SSC) meetings. SSC reviews the school data, student outcomes, and provides feedback and approval on school site budget allocation

Students who transfer to Citrus High School must complete the enrollment process. The process includes signing transfer paperwork, filling out the enrollment packet, and attending student/parent orientation. Parents receive a handbook, as well as school information, policies, procedures, and expectations. The Community Bilingual Aide schedules and translates meetings for teachers, counselors, and administration. She greets the parents at the front and is available to assist non-English-speaking parents.

Parents are able to sign up for Q parent connect to access student information. Class assignments, grades, credits, and attendance are all available for review. The Community Bilingual Aide or School Outreach Liaison assists parents with this process.

Blackboard Communication is used to communicate information to multiple parents at once. These messages can be received by phone calls, text messages, and/or emails. Messages regarding upcoming events, graduation information, parent nights, testing information, etc. Messages can be sent in both English and Spanish. Parents receive a student graduation evaluation and a copy of their class schedule at Back to School Night. Teachers are available to answer any questions regarding their classes during this event. Senior conferences are held with parents and students, for those who are at risk of not graduating.

SIT meetings are held for at-risk students who need intervention in attendance, academics, and behavior. Meetings are translated by the School Outreach Liaison. An administrator, counselor, teachers, parent, and student are all invited to attend.

IEP Meetings are held for students with disabilities. 504 meetings are held for students who need special accommodations but do not qualify for special education.

Paper Education was offered as a 24/7 virtual tutoring opportunity for all students.

### Identified Needs based on Findings:

Increase parent participation/engagement in ELAC, SSC, MS Teams, FAFSA training, Student Orientations, Back to School Night in order to support parents with helping their students with attendance, engagement, and social-emotional support.

Increase our social media presence in order to disseminate information to parents.

Schedule informational parent meetings at all comprehensive high schools to provide an overview of the continuation high school and answer any questions or concerns parents have about the transfer process.

Support parents in participation in such groups as ELAC, Parent Workshops, FAFSA Parent Nights, and SSC.

**Parental Engagement**

Provide parents with training and workshops that address the relevant needs of families.

Provide professional development for parents (workshop registrations, transportation, fees, guest speakers).

**Funding**

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<ul style="list-style-type: none"> <li>* SUPC funds were used to implement an intramural program to increase student engagement and build communication, collaboration, critical thinking, and creativity skills.</li> <li>* Students must pass all scheduled courses in order to participate on the intramural teams and the coach progress monitors all students by quarter to identify if any of the students are academically ineligible.</li> </ul>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<ul style="list-style-type: none"> <li>* Title 1 funds were used to provide underperforming students with online extended learning opportunities.</li> <li>* Title 1 funds were used to implement Learning Labs to provide underperforming students with extended learning opportunities with teachers to decrease Fs and Ds on progress/report cards</li> <li>* Title 1 funds were used to provide additional hourly and professional development for training and implementation of PLCs to support underperforming students</li> <li>* Title 1 funds were used to provide additional time for tutoring with teachers and instructional aides.</li> </ul>

**Identified Needs based on Findings:**

Extended Learning Opportunities for students not meeting grade-level skills in writing, reading, listening, and/or speaking

Support and Services for EL students with an additional bilingual instructional aide, additional EL site monitor positions/stipends to monitor EL student progress, and reclassification.

Curricular and school climate Social Emotional Learning (SEL) supports for all students.

Professional development for MTSS school-wide focus on RTI and PBIS

Extended learning opportunities for students beyond the school day.

Extended learning opportunities for students during the winter and spring breaks.

Increase parent engagement, involvement, and confidence in assisting in their children’s academic growth and wellness.

Provide additional EL monitor hours.

Provide Professional Development for teachers to implement small group and differentiated instruction.

**Funding**

Provide time for PLC's to collaborate and plan instruction.

**Stakeholder Involvement**

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In December 2021, SSC performed progress monitoring of actions and services to review levels of implementation and outcomes. Most actions and services were partially implemented with the intramural program receiving recognition for its success in the first year of full implementation.

In April 2022, SSC performed progress monitoring of actions and services to review levels of implementation and outcomes, and determined which actions and services to continue, discontinue, or modify. Majority of actions and service were substantially implemented.

In May 2022, SSC reviewed and approved the 2022-2023 SPSA with the updated actions and services.

**Identified Needs based on Findings:**

Increase parent engagement and involvement in parent groups.

Continue to implement the Parent Empowerment Sessions and expand the sessions that were implemented during the 2021-2022 school year.

Continue to provide the SSC meeting through MS Teams as the virtual meeting option has been successful in providing parents access to the SSC meetings.

## SWP Requirements

<p><b>SWP Requirements:</b> [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>	<p><b>TIMEFRAME(s)</b></p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>Provide extended learning opportunities for all students during the scheduled school day and before/after the school day.</p> <p>Professional learning opportunities on the blended learning model that will support the digital 1:1 initiative (digital rotation model)</p> <p>Professional development to increase teachers' understanding, development, and implementation of research-based strategies for English Learners including but not limited to: Academic Language Response Frames.</p> <p>Provide PD in educational technology for teachers to aid in enhancing and differentiating instructional practices for all students.</p> <p>Engage in learning walks to identify what teaching strategies are being implemented and what PD needs to be provided to all teachers.</p> <p>Provide unlimited 24/7 tutoring service (Paper Education)</p> <p>All students have the opportunity to participate in intramural sports</p>	<p>Extended learning opportunities - * APEX support daily September through May</p> <p>* Support students with completing course work to reduce D's and F's every 4-5 weeks September through May</p> <p>PD on Blended Learning - Monthly starting August through May</p> <p>PD on enhancing and differentiating instruction - Monthly starting August through May</p> <p>Learning Walks - Monthly starting August through April</p> <p>Intramural Sports- four times a school year</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Continue the Contractual Variance that provides administrative supported PD and PLC time for all teachers, to strengthen the academic program and quality of instruction.</p> <p>Provide students with additional academic periods to access courses for meeting graduation requirements.</p> <p>Provide small group instruction through the Citrus High School Contractual Variance (prep period PLC).</p>	<p>Contractual Variance PD/PLC * Daily August through May</p> <p>Additional courses * Daily August through May</p> <p>Small Group Instruction * Daily September through May</p>

<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>Credit recovery program for students that are identified as possible non-grads during semester 2</p> <p>Provide students with additional academic periods to access courses for meeting graduation requirements.</p> <p>Mandatory extended learning opportunities for students that are identified as failing 4 or more courses based on quarter 1/semester 1 report cards</p> <p>Extended learning opportunities during winter and spring breaks</p> <p>English Learners will be scheduled instructional support time with the Bilingual Aide based on the criteria of tiered academic interventions</p>	<p>Credit recovery * Daily starting in January through May</p> <p>Extended learning opportunities - * APEX support daily September through May</p> <p>* Support students with completing course work to reduce D's and F's every 4-5 weeks September through May</p> <p>*ELO - during winter and spring break with</p> <p>EL support * Daily September through May</p>
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## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-99.6	>= -84.6
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-146.5	>= -131.5
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.20	>=0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.11	>=0
Fall 2021 MAP Growth Reading (ALL): Average Distance from Norm (DFN)	11th: -11.6 12th: -12.7	11th: -11.1 12th: -12.2
Fall 2021 MAP Growth Math (ALL): Average Distance from Norm (DFN)	11th: -17.6 12th: -16.5	11th: -17.1 12th: -16.0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	3%	>= 25%

<b>Identified Need(s):</b>	<p>Based on D's and F's rate data students need additional time and support outside the regular school day to effectively complete course work.</p> <p>Based on MAP data students need to develop writing and speaking skills across content areas.</p> <p>Based on parent/family climate survey data parents need workshops to improve the academic achievement of their students</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1A. Provide extended learning opportunities to support students with completing coursework to reduce D's and F's.</p> <p>*Certified/Classified Hours            * Instructional Supplies            * Printing            * Contracted Services</p>	Report Cards Progress Reports	All	Tutoring Staff Principal Assistant Principal	5000	
<p>1B. Provide training/workshops to parents to improve the academic achievement of their students.</p> <p>*Workshops, conferences, training fees            *Certificated/Classified Hours            *Child Care            *Translation Services            *Supplemental supplies            *Webcams for audio and visual access to the training            *Laptops            *Contracted Services</p>	Parent Sign In Parent Surveys	All	School Outreach Liaison	1500	
<p>1C. Implement small group instruction and deliver differentiated instruction through blended learning and online learning practices to decrease Ds and Fs.</p> <p>*PD and related materials, books, and resources            *Consultant fees and materials            *Virtual and in-person conference Fees            *Certificated/Classified Hourly, and 1/6th</p>	Teacher Survey Classroom Walkthroughs Progress Reports Reports Cards	All	Administration	3000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
*Printing Services					
1D. Utilize tech to increase access and engagement to instruction.  *TV Monitors * Digital teaching devices * Document Cameras * Projectors	Classroom Walkthroughs	All	Teachers Administration	2937	
<b>Total Estimated Cost for This Goal:</b>				12,437	

## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of EIs: English Learners will demonstrate improved academic growth and achievement in writing and speaking through the implementing of English Learners teaching strategies such as response frames and academic language across all content areas.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-146.2	>= -131.2
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-190.3	>= -175.3
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.28	>=0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.18	>=0
Fall 2021 MAP Growth Reading (EL): Average Distance from Norm (DFN)	11th: -21.7 12th: -23.4	11th: -21.2 12th: -22.9
Fall 2021 MAP Growth Math (EL): Average Distance from Norm (DFN)	11th: -27.1 12th: -22.9	11th: -26.6 12th: -22.4

<b>Identified Need(s):</b>	Based on the MAP data for English Learners the identified need is to develop their writing and speaking skills.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a1. Provide Professional Development for teachers on implementing English Learner strategies, such as academic language and	Participant Surveys Classroom Walkthrough Data	English Learners	Teachers Bilingual Aide EL TOA	2000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
response frames, to improve their writing skills..  * Certificated Hourly * Paying for Teacher's Prep Periods * Classified Hourly * Substitute Teachers * Conferences/Webinars/Virtual PD and related materials * Instructional Supplies/Materials * Contracted Services	Student Writing Samples Report Cards Progress Reports				
<b>Total Estimated Cost for This Goal:</b>				2,000	

## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of Els: English Learners will demonstrate English Language Proficiency growth in their productive language by developing their speaking and writing skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	31.5%	>= 34.5%

<b>Identified Need(s):</b>	<p>Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment.</p> <p>Based on ELPAC domain data, speaking and writing skills is an identified need across all content areas for English Learners</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b1. Provide English Learners with extended learning opportunities in small group and/or individualized instruction to improve their speaking and writing skills.  * Classified Hours * Certificated Hours * Instructional Supplies/Materials	Progress Reports Reports Cards	English Learners	Bilingual Aide Teachers Resident Sub Assistant Principal	3000	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b2. Implement a debate or public speaking course or club to increase English Learners' writing and speaking skills.  * Classified Hours * 1/6 position * Certificated Hours * Instructional Supplies/Materials * 1/6 position * Certificated Hours * Instructional Supplies/Materials	Student Work Samples	English Learners	Debate Teacher	1500	
<b>Total Estimated Cost for This Goal:</b>				4,500	

**LEA/School GOAL 3: Students will have access to multiple ways of developing College and Career Readiness for Global Competencies and will demonstrate College and Career Readiness upon high school graduation**

School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2020-2021 DataQuest Graduation Rate (ALL) (4 Year Cohort)	64.7%	>=65.2%
2020-2021 DataQuest Graduation Rate (EL) (4 Year Cohort)	59.4%	>=59.9%
2019-2020 % of Students "Prepared" for College and Career (ALL)	15.0%	>=19.0%
2019-2020 % of Students "Prepared" for College and Career (EL)	2.8%	>=6.8%
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (ALL)	na	na
2020-2021 AP/IB Exam Pass Rate for Advanced Coursework (EL)	na	na
2020-2021 DataQuest A-G Completion Rate (ALL)(4 Year Cohort)	0.0%	na
2020-2021 DataQuest A-G Completion Rate (EL)(4 Year Cohort)	0.0%	na
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	15.3%	>= 18.3%
2018-2019 SBA ELA: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	0.0%	>=3.0%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (ALL)	2.2%	>= 5.2%
2018-2019 SBA Math: % of 11th Grade Students Scoring Standard Met or Exceeded (EL)	0.0%	>=3.0%

<b>Identified Need(s):</b>	Based on the overall graduation rate students need to improve their D's and F's rate data
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
3A. Implement Multi-Tiered supports for students to complete course work and reduce D's and F's  * Professional Development	Progress Reports Reports Cards PBIS Monitoring Database	All	Teachers Counselors		2,499



2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>* Instructional Supplies/Materials</li> <li>* Awards</li> <li>* Printing</li> <li>* Posters</li> <li>* Agendas</li> <li>* Additional Classified and Certificated hours</li> </ul>					
3B. Implement an intramural program to increase student engagement and build communication, collaboration, critical thinking, and creativity skills. <ul style="list-style-type: none"> <li>* League Fees</li> <li>* Transportation Fees</li> <li>* Equipment</li> <li>* Uniforms</li> <li>* Materials</li> <li>* Instructional/athletic Materils</li> <li>* Teacher Sub Fees</li> <li>* Certificated/Classified Add. Hours</li> <li>* Awards</li> </ul>	Progress reports Report cards	All	PE Teacher DSO Administration		10,000
<b>Total Estimated Cost for This Goal:</b>					12,499

**Unfunded School Site Council Priorities**

<b>Actions/Services</b>	<b>Pupils to be served</b>	<b>Estimated Cost</b>	<b>Person(s) Responsible</b>
<p>1A. Provide extended learning opportunities to support students with completing coursework to reduce D's and F's.</p> <ul style="list-style-type: none"> <li>*Certified/Classified Hours</li> <li>* Instructional Supplies</li> <li>* Printing</li> <li>* Contracted Services</li> </ul>	All	\$20,000	Consultant Principal Assistant Principal
<p>1B. Provide training/workshops to parents to improve the academic achievement of their students.</p> <ul style="list-style-type: none"> <li>*Workshops, conferences, training fees</li> <li>*Certificated/Classified Hours</li> <li>*Child Care</li> <li>*Translation Services</li> <li>*Supplemental supplies</li> <li>*Webcams for audio and visual access to the training</li> <li>*Laptops</li> <li>*Contracted Services</li> </ul>	All	\$30,000	Teachers
<p>1C. Implement small group instruction and deliver differentiated instruction through blended learning and online learning practices to decrease Ds and Fs.</p> <ul style="list-style-type: none"> <li>*Professional Development and related materials, books, and resources</li> <li>*Consultant fees and materials</li> <li>*Virtual and in-person conference Fees</li> <li>*Certificated/Classified Hourly, and 1/6th</li> <li>*Printing Services</li> </ul>	All	\$40,000	School Outreach Liaison

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1a1. Provide Professional Development for teachers on implementing English Learner strategies, such as academic language and response frames, to improve student's writing skills.</p> <ul style="list-style-type: none"> <li>* Certificated Hourly</li> <li>* Paying for Teacher's Prep Periods</li> <li>* Classified Hourly</li> <li>* Substitute Teachers</li> <li>* Conferences/Webinars/Virtual PD and related materials</li> <li>* Instructional Supplies/Materials</li> <li>* Contracted Services</li> </ul>	All	\$10,000	Teachers Bilingual Aide EL TOA
<p>1b1. Provide English Learners with extended learning opportunities in small groups and/or individualized instruction to improve their speaking and writing skills.</p> <ul style="list-style-type: none"> <li>* Classified Hours</li> <li>* Certificated Hours</li> <li>* Instructional Supplies/Materials</li> </ul>	All	\$20,000	Bilingual Aide Teachers Assistant Principal
<p>3A. Implement a Multi-Tiered System of Supports to improve students with completing course work to reduce students' D's and F's.</p> <ul style="list-style-type: none"> <li>* Instructional Supplies/Materials</li> <li>* Awards/Incentives</li> <li>* PBIS Annual Subscription</li> <li>* Printing</li> <li>* Posters</li> <li>* Classified hours</li> <li>* Certificated hours, Teacher Prep Periods</li> <li>* Travel and Conference related fees</li> <li>* PD materials and books</li> </ul>	All	\$20,000	Teachers Administration
<p>1D. Utilize tech to increase access and engagement to instruction.</p>	All	30,000	Teachers Administration

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<ul style="list-style-type: none"> <li>*TV Monitors</li> <li>* Digital teaching devices</li> <li>* Document Cameras</li> <li>* Projectors</li> </ul>			
<p>1b2. Implement a debate or public speaking course or club to increase English Learners' writing and speaking skills.</p> <ul style="list-style-type: none"> <li>* Classified Hours</li> <li>* 1/6 position</li> <li>* Certificated Hours</li> <li>* Instructional Supplies/Materials</li> </ul>	All	20,000	Debate Teacher
<p>3B. Implement an intramural program to increase student engagement and build communication, collaboration, critical thinking, and creativity skills.</p> <ul style="list-style-type: none"> <li>* League Fees</li> <li>* Transportation Fees</li> <li>* Equipment</li> <li>* Uniforms</li> <li>* Instructional/athletic Materials</li> <li>* Teacher Sub Fees</li> <li>* Certificated/Classified Add. Hours</li> <li>* Awards</li> </ul>	All	30,000	PE Teacher DSO Administration

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	18,937
X	<b>Title I, Part A: Carryover</b>	
X	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	833
X	<b>Supplemental Concentration (SUPC) Allocation</b> Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	12,499
X	<b>SUPC Carryover</b>	
<b>Total amount of state and federal funds allocated to this school</b>		31,436
<b>Total amount of state funds spent (SUPC)</b>		12,499
<b>Total amount of federal funds spent (Title I)</b>		18,937
<b>Total amount of state and federal funds spent</b>		31,436
<b>Balance</b>		0

## School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Mike Bunten	Principal	Not-Applicable	Not-Applicable	1
Sarah Scheniderwent	Classroom Teacher	2 year	May 2023	1
Celia Castro	Classroom Teacher	2 year	May 2023	1
Matthew Callebs	Classroom Teacher	2 year	May 2023	1
Lindy Bidolli	Classroom Teacher	2 year	May 2023	1
Gaby Orellana De Quinteros	Other Staff Member: Community Aide	2 years	May 2023	1
Susana Maciel	Parent/Community Member	2 years	May 2023	1
Norma Esquivel De Villanueva	Parent/Community Member	2 year	May 2023	1
Jessica Serrano	Parent/Community Member	2 years	May 2023	1
Mariely Corral	Student Member	1 year	May 2022	1
Wendolyn Aguilar - Campos	Student Member	1 year	May 2022	1
Rahat Hassan	Student Member	1 year	May 2022	1

## 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**

English Learner Advisory Committee

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 11/18/20.

Attested:



Principal, Mike Bunten on 11/18/20

SSC Chairperson, Mike Bunten on 11/18/20

# RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Eric Birch & Citrus High School Shared SSC

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee Maria G. de Villars  
Electronic Signature

Other committees established by the school or district (specify) \_\_\_\_\_  
Electronic Signature

4. 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.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: May 12, 2022.

Attested:

Mike Bunten  
Typed name of School Principal

BT  
Signature of School Principal

May, 12, 2022  
Date

Mike Bunten  
Typed name of SSC Chairperson

BT  
Electronic Signature of SSC Chairperson

May 12-22  
Date