

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

2017-18

2018-19

2019-20

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| School Name and School Code | Eric Birch High (Continuation) 36-67710-3630019 | | SSC Approval Date: Friday, October, 27, 2017 |
| School Address | 7930 Locust Avenue Fontana, CA 92336 | | Local Governing Board Approval Date: _____ |
| Name of Principal | Mike Buntun | Phone # and Email | <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum 909-357-5310 Mike.Buntun@fusd.net |
| Name of SSC Chairperson | Mike Buntun | Phone # and Email | 909-357-5310 Mike.Buntun@fusd.net |
| SCHOOLWIDE PROGRAM (SWP) | | TARGETED ASSISTANCE PROGRAM (TAS) | SCHOOL IMPROVEMENT |
| <input checked="" type="checkbox"/> SWP | | <input type="checkbox"/> Targeted Assistance Program (TAS) | <input type="checkbox"/> Comprehensive Support and Improvement (CSI) |
| <input type="checkbox"/> SWP Consolidates Applicable Federal Funds | | | <input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI) |

SCHOOL BACKGROUND

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.

VISION AND MISSION

Community Profile

The City of Fontana lies at the base of the San Gabriel Mountains, in San Bernardino County. Fontana is one of the fastest growing areas in the Inland Empire. Based on the 2015 projection provided by the City of Fontana the population will be approximately 230,000. The City's incorporated area is 36 square miles, with a sphere of influence of 56 square miles. With our growing population, we are about to become the second most populous city in the county, next to San Bernardino. This growth has brought increased housing prices, changing the number of middle and upper-middle class families settling in Fontana. The extension of the 210 freeway has brought economic growth, especially to northern Fontana, and an easier commute. This has brought several new industrial complexes to within a few miles of our high school.

SCHOOL AND COMMUNITY PROFILE

The Fontana Unified School District has had to grow along with the city. Currently the district has five comprehensive high schools, two continuation high schools, one adult school, seven middle schools, and twenty-nine elementary schools. We have approximately 40,500 students district-wide.

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

Our school site sits on 10 acres, which leaves us room for expansion. Currently, we have 16 permanent classrooms, 3 portable classrooms, a gym, an auto-shop student and parent center), a student store, and a small cafeteria. Two classrooms are computer labs, one that is used for

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| | <p>English and the other computer lab is being used for APEX/Cyber High and CIS classes. We also have three computer carts that are strategically placed on campus in order to create greater student access. We are in the process of attempting to purchase two more laptop carts with 25 computers each (for use in Math and English classrooms). To date there are approximately 200 computers available for student use. 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.</p> <p>We have 17 teachers at Birch - one RSP teacher and 16 regular certificated 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>SPSA HIGHLIGHTS (bullet points)</p> | <ul style="list-style-type: none"> ➤ As with our last few SPSA's, Eric Birch High School continues to be committed to incorporating the SPSA, LCAP and the Site's WASC Report to meet the needs of our students and attempt to stimulate Parent Involvement. ➤ We are proud to be able to continue offering our "greater at-risk kids" a social and emotional component through our SPSA document. This year we are moving away from "2nd Call" and over to "Rescue a Generation." "Rescue a Generation" is a program used by both Summit High School and Kaiser High School. ➤ We will also continue to offer our students after school tutoring to help close any achievement gaps that we identify. ➤ Returning 66 students back to their home school on track to graduate in January of 2018 and 58 of those students being successful. ➤ Finally, we will continue to offer our students the opportunity to attend field trips that show them what college opportunities that await them. We will also be setting up some field trips to local colleges in which parents will be allowed to accompany their student. There will also be field trips to venues like the Intec Center designed to expose and inspire our students to pursue career possibilities beyond high school. |
| <p>INCREASED OR IMPROVED SERVICES (bullet points)</p> | <p>At Eric Birch we have 5 identified critical learner needs:</p> <ul style="list-style-type: none"> • Student Achievement • Attendance • College/Career Readiness • Social/Emotional • Parent involvement <p>These five critical learner needs are designed to incorporate how we can strive to increase and improve services for all our students regardless of their status.</p> <p>We are always attempting to find ways to close the achievement gap through our Innovation Plan and after school tutoring as well. Not just for those students who identify as foster youth, socio-economically disadvantaged, or English Learners, but for ALL OF OUR STUDENTS.</p> <p>Regardless how our students are identified our mission as a Professional Learning Community is to aid ALL OF STUDENTS in repairing their transcript through remediation of failed/missing coursework and empowering them to make academically based choices so that they can make</p> |

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| | <p>the best possible choices in real time as it pertains to the completion of their high school graduation requirements through their four year plan, but also in their post-secondary plans after graduation.</p> <p>We also seek to open our doors to parent involvement wherever and whenever possible. Parent involvement is a critical component of both our 97% attendance rate and the 3% decline in Chronic Absenteeism. The first key to student achievement in any Secondary setting begins with consistent school attendance and in a Continuation setting the attendance component is even of greater importance. Therefore, our partnership with our parents is a critical component of our student's success.</p> <p>Therefore, our increased/improved services center on our ability to enhance the five critical learner needs though every service we offer within the pages of our SPSA. Because our goal is to educate ALL OF OUR STUDENTS.</p> |
| MOONSHOT | <ul style="list-style-type: none"> ➤ Raise our SBAC ELA scores by 10% ➤ Raise our SBAC Math scores to 10% (from 2% in 2018) ➤ Become a 1:1 school ➤ Raise our graduation rate from 71.9% to 80% |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 1: Increase Proficiency and Strategic Thinking | | |
|---|---------------------------|-------------------------|
| High School Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| SBAC ELA for Grade 11: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS) | -116.8 | -108 |
| SBAC Math for Grades 11: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS) | -169.3 | -161 |
| Depth of Knowledge % of classrooms visited demonstrate Level 3 strategic thinking. | 3% | 10% |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|---|------------------------|---------|--|--|
| | Title 1 | SUPC | | |
| Goal 1A Instructional Technology: ➤ Educational Software ➤ Tech Supplies ➤ Educational Technology | \$15,000 | \$2,500 | <ul style="list-style-type: none"> • SBAC ELA DFS (-108) – growth of 8.8 • SBAC Math DFS (-161) – growth of 8.3 • Classroom observations – increase in teachers implementing educational technology | Modify – decrease the amount of estimated expenditures for goal 1A |
| Goal 1B READ 180: ➤ Instructional Supplies ➤ Educational Technology | \$1,000 | | <ul style="list-style-type: none"> • Reading Inventory – Year End Range of Proficiency • Approximately 5% of the students met the criteria for READ 180 | Discontinue |
| Goal 1C Extended Learning Opportunities: ➤ Additional Hourly ➤ Instructional Supplies | | \$5,000 | <ul style="list-style-type: none"> • Overall average for Remedial Pass Rates at Quarter is around 60% • Student Progress Report/Report Cards average pass rate is around 60% • Classroom observations 10% DOK 3 | Continue |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 2: Promote Multilingualism and Multiculturalism | | |
|--|---------------------------|---|
| Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC | | Pending Anticipated CDE Update December 2019 |
| Maintain or increase English Learner Reclassification rate | ≥12.6% | 5% |
| SBAC ELA for English Learners: Change in average scaled score points from Meets Standards | -79.6 | -135.2 |
| SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards | -153.2 | -195.4 |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|------------------------|---------|--|--|
| | Title 1 | SUPC | | |
| Goal 2A Instructional Materials/Supplies ➤ Instructional Materials ➤ Student Supplies | | \$3,500 | <ul style="list-style-type: none"> • SBAC ELA for EL DFS (-135.2%) • SBAC Math for EL DFS (-195.4%) • EL Reclassification Rate 5% • Prep Period PLC Calendar approximately 30% of this time is used to pull students for extended learning opportunities | Continue |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 3: Increase Graduation and College & Career Readiness | | |
|---|---------------------------|-------------------------|
| High School Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Naviance (# Visits) | 85% | 127 |
| Graduation Rate | 75.9 | 68.5% |
| a-g Requirements Completion Rate with a grade of C- or better | NA | NA |
| AP/IB pass Rate (score of 3 or higher) | NA | NA |
| % of Students enrolled in AP/IB Program | NA | NA |
| # of students completing college credit courses with a C- or better | NA | NA |
| CTE Pathway Completion Rate | NA | NA |
| ROTC Completion Rate | NA | NA |
| Number of students attaining the District and/or State Seal of Biliteracy | 1 | 1 |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|---|------------------------|------|--|--|
| | Title 1 | SUPC | | |
| Goal 3A College/Career Readiness Field Trips: ➤ 2 Field trips | \$1,000 | | <ul style="list-style-type: none"> • Naviance Rate 85% • 127 Naviance Visits • Grad Rate 68.5% • Field trip attendance – Full participation in both College field trips • Student survey/feedback has been positive on the College provided field trips | Continue |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table | | |
|---|---------------------------|-------------------------|
| Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Certificated Professional Development Rating | Proficient | Proficient |
| Instructional Leadership Team Rating | Proficient | Proficient |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|------------------------|------|--|--|
| | Title 1 | SUPC | | |
| 4A Professional Development: <ul style="list-style-type: none"> ➤ SBAC Scoring Conferences ➤ Next Generation Science Conference (if possible) ➤ State Continuation School Conference ➤ Conferences on issues related and relevant to good teaching and our student population | \$9,158 | | <ul style="list-style-type: none"> ● DOK Level 3 at or around 10% based on classroom walks ● Classroom observations – teachers need PD on how to implement the Social Science Framework and NGSS in the instruction/curriculum/assessment ● Classroom observations – increase in educational technology implemented in the classroom ● 100% of teachers are using MS Teams to communicate and collaborate on the prep period PLC calendar Innovation | Continue |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 5: Engage Students & Decrease Dropout Rates | | | |
|---|---------------|---------------------------|-------------------------|
| Metrics/Indicators | | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Dropout rate | | 27.7% | NA |
| Suspension rate: | SW | 12.5% | 15.5% |
| | FY (homeless) | 15.4% | 15.4% |
| | Hisp | 12.5% | 15.6% |
| | ELL | 17.5% | 22% |
| | AA | 18% | 12% |
| | Sped | 23.5% | 25% |
| Expulsion rate | | 0.25% | 1.3% |
| Attendance Rate | | 97% | 96.37% |
| Chronic Absenteeism Rate | | 44.2% | 47.6% |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|------------------------|---------|---|--|
| | Title 1 | SUPC | | |
| 5A Student Recognition: ➤ Plaques/Certificates (awards for attendance, academic success, improvement in behavior) | | \$2,423 | <ul style="list-style-type: none"> • Attendance Rate 96.37% • Suspension 15.5% • Expulsion Rate 1.3% • Chronic Absenteeism Rate 47.6% | Continue |

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table

| Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
|---|---------------------------|-------------------------|
| Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets | 8 | 4 |
| Parent Engagement and Local Climate Survey | 6% | 23% |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|---|------------------------|------|--|--|
| | Title 1 | SUPC | | |
| Goal 6A FAFSA Workshop: ➤ Printed Materials ➤ Light Refreshments | \$250 | | <ul style="list-style-type: none"> • FAFSA Completion Rate – Submitted 28, Completed 25 • Cal Grant Applications – 22 • Cal Grant Awards - 2 • Two FAFSA Workshops Sign In < 5% of 12th grade students and/or parents attended | Continue |
| Goal 6B Coffee w/the Principal: ➤ Printed Materials ➤ Light Refreshments | \$250 | | <ul style="list-style-type: none"> • 8 Coffee with the Principal Scheduled approximately 50% of these scheduled had parents/guardians attend | Continue |
| Goal 6C Parent Workshops ➤ Parent/Student Work Shops | \$1,500 | | <ul style="list-style-type: none"> • Low attendance and most workshops no attendance by parents/guardians. | Continue |

2018-2019 SPSA Annual Evaluation of Effectiveness

| LEA/School GOAL 7: Promote Healthy Environments | | |
|--|----------------------------------|--------------------------------|
| School Metrics/Indicators | 2018-19 Expected Outcomes | 2018-19 Actual Outcomes |
| Increase number of fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test | NA | NA |

| 2018-19 Actions/Services | Estimated Expenditures | | Actual Results Include the metric(s) for evaluating the Action/Service | SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue |
|--|-------------------------------|-------------|---|--|
| | Title 1 | SUPC | | |
| Goal 7A ➤ Parent/Student Social/Emotional Workshops | \$6,000 | | <ul style="list-style-type: none"> ● 50% of the students that participated in the Success Club demonstrated an increase in pass rate of courses taken ● 52% of the student that participated in the Success Club demonstrated a decrease in documented behavior interventions/suspensions ● 20% of the students that participated in the Success Club demonstrated an increase in their attendance | Continue |

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

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| Describe how the evaluation was conducted: | The 2018-2019 SPSA Evaluation was conducted during two SSC meetings. All SSC members were able to participate in the SSC meeting. The discussion involved the presentation of data, school site principal provided the context around the newly formed shared SSC and context around the different data points. Parents and students had limited questions around the SSC and around the SPSA metrics and goals. |
| Describe the conclusions drawn from the overall results: | <p>Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>SBAC ELA for Grade 11: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)</p> <p>SBAC Math for Grades 11: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)</p> <p>Depth of Knowledge % of classrooms visited demonstrate Level 3 strategic thinking</p> <p>Number of students attaining the District and/or State Seal of Biliteracy</p> <p>Certificated Professional Development Rating</p> <p>Instructional Leadership Team Rating</p> <p>Parent Engagement and Local Climate Survey</p> <p>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</p> <p>Maintain or increase English Learner Reclassification rate</p> <p>SBAC ELA for English Learners: Change in average scaled score points from Meets Standards</p> <p>SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards</p> <p>Naviance (# Visits)</p> <p>Graduation Rate</p> <p>Suspension rate</p> <p>Expulsion rate</p> |

Attendance Rate

Chronic Absenteeism Rate

Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets

In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?

- Noticeable gap in performance was identified in SWD student group specifically in the suspension rate.

What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?

Data Points that were highlighted and provided the context for the identified needs are as follows;

- Grade Rate
- Dropout Rate
- Pass/fail Rate of Quarter/Semester Courses
- SBAC Scores

Identified Areas of Need:

- All students need extended learning opportunities during the school day and before and/or after the school day.
- The data is showing a rate of around 25% failure in the Quarter classes and a higher rate of failure in the Semester classes, around 30%.
- With a graduation rate of 68.5%, we need to increase student's engagement in their motivation and aspirations in completing their graduation requirements.
- Students need to be provided with more time in smaller learning communities during the teachers prep period PLC and provide students with extended learning opportunities before and/or after school.
- By providing extended learning opportunities we will start by identifying students that are failing 4 or more classes at the progress and strategically pulling students into prep period PLCs, and supporting teachers with research based best practices on instructional strategies for at risk students, we can increase teaching and learning for all student groups at Eric Birch High School.
- By increase the amount of time that students are in small group instruction and providing an increase in the extended learning opportunities students engagement in their academic pathway to becoming college and career ready will increase and in turn decrease the dropout rate while increasing the graduation rate.
- For the extended learning opportunities to be successful teachers must be given professional development that is founded on research based best practices strategically targeting at risk students.

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| | <ul style="list-style-type: none">• The California Continuation Education Association will be used to provide communication, collaboration, and professional learning opportunities for all teachers to increase their capacity to improve teaching and learning at Eric Birch High School.• To address the grade rate 68.5%, dropout around 30%, and failure rate of 25-30%, we need to increase the student's opportunities to visit and engage with Community Colleges, INTECH Center, and other vocational trade universities. The purpose in providing this service is to increase student engagement and create a post-secondary plan that will create opportunities for real world connections to industry partners and Community Colleges. |
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2017-2020 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)]

2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

| LEA/School GOAL 1: Increase Proficiency and Strategic Thinking | | |
|---|------------------|---------------------------|
| High School Metrics/Indicators | 2018-19 Outcomes | 2019-20 Expected Outcomes |
| SBAC ELA for Grade 11: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i> | -108 | -98 |
| SBAC Math for Grade 11: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i> | -161 | -146 |
| Depth of Knowledge - % of classrooms visited demonstrate Level 3 strategic thinking | 10% | 30% |

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| Identified Need(s): | <ul style="list-style-type: none"> Students need support in credit recovery, completion of original credit courses, and academic support in becoming proficient in Math and ELA. Students need access to technology to access programs such as APEX to recover and take original credit. Students need extended day opportunities. Students need intervention classes to address academic gaps in ELA. |
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| SWP Requirements: [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: | DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT | TIMEFRAME(s) |
|--|--|---|
| Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards | <ul style="list-style-type: none"> Provide extended learning opportunities for all students during the scheduled school day and before/after the school day. Professional learning opportunities on the blended learning model that will support the digital 1:1 initiative (digital rotation model) Professional development to increase teachers understanding, development, and implementation of research based best practices for Continuation High School students. | <ul style="list-style-type: none"> Learning Labs will start in November Digital literacy specialist PD for Science and Social Studies teachers. November and March CCEA Conference May 1-3 |

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| <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> | <ul style="list-style-type: none"> Continue the implementation of the prep period PLC calendar for all teachers Provide students with during the school day extended learning opportunities in the academic core graduation requirements through the PLC prep periods Students will be strategically pulled from non-core academic courses (elective/PE) and be provided with small group instruction through the Eric Birch High School Innovation (prep period PLC) | <ul style="list-style-type: none"> August staff meeting PLC Prep Period Calendar Shared with all teachers Every Wednesday teachers are required to submit the updated/revised PLC Prep Period Calendar |
| <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> | <ul style="list-style-type: none"> Rapid credit recovery program for students that are identified as possible non grads during semester 1 Mandatory extended learning opportunities for students that are identified as failing 4 or more courses based on quarter 1/semester 1 report cards | <ul style="list-style-type: none"> Quarter 1 Pass/Fail rates Q SIS – generate semester 1 students failing 4 or more courses Small groups of no more than 15 will be required to attend the extended learning opportunity. Learning Labs. |

| <p>2019-20 Evidence-based Actions/Services Must address the Identified Needs</p> | <p>Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</p> | <p>Pupils to be served</p> | <p>Person(s) Responsible</p> | <p>2019-20 Estimated Cost</p> |
|--|---|-----------------------------------|--|--------------------------------------|
| | <p>Title 1</p> | | | |
| <p>Goal 1A: Instructional Technology:</p> <ul style="list-style-type: none"> Educational Software Tech Supplies Educational Technology | <ul style="list-style-type: none"> Pass/Fail Rate Grade Rate | <p>All</p> | <p>Teachers Principal Counselors Assistant Principal</p> | <p>\$1,000</p> |
| <p>Goal 1C: Extended Learning Opportunities</p> <ul style="list-style-type: none"> Additional Hours | <ul style="list-style-type: none"> Pass/Fail Rate Grad Rates First time class pass rate | <p>All</p> | <p>Teachers Principal Counselors Assistant Principal</p> | <p>4,847.10</p> |
| <p>Total Estimated Cost for This Goal:</p> | | | | <p>\$5,847.10</p> |

| LEA/School GOAL 2: Promote Multilingualism and Multiculturalism | | |
|--|--|---------------------------|
| Metrics/Indicators | 2018-19 Outcomes | 2019-20 Expected Outcomes |
| Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC | Pending anticipated CDE Update December 2019 | |
| Maintain or increase English Learner Reclassification rate | 5% | ≥12.6% |
| SBAC ELA for English Learners: Change in average scaled score points from Meets Standards | -135.2 | -125.2 |
| SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards | -195.4 | 189.4 |

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| Identified Need(s): | <ul style="list-style-type: none"> EL students need differentiation to meet their academic and linguistic needs through extended day opportunities and blended learning. |
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| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|--|--|---------------------|---|------------------------|
| | | | | Title 1 |
| Goal 2A: Extended Learning Opportunities <ul style="list-style-type: none"> Additional Hours | <ul style="list-style-type: none"> College & Career Literacy Pass Rate/Failure Rate | EL Students | Teacher Principal Counselors Assistant Principal | \$152.90 |
| Total Estimated Cost for This Goal: | | | | \$152.90 |

LEA/School GOAL 3: Increase Graduation and College & Career Readiness

| Metrics/Indicators (High School) | 2018-19 Outcomes | 2019-20 Expected Outcomes |
|---|-------------------------|----------------------------------|
| Naviance (# Visits) | 127 | 87.5% / 150 |
| Graduation Rate | 68.5% | 70% |
| a-g Requirements Completion Rate with a grade of C- or better | NA | NA |
| AP/IB pass Rate (score of 3 or higher) | NA | NA |
| % of Students enrolled in AP/IB Program | NA | NA |
| # of students completing college credit courses with a C- or better | NA | NA |
| CTE Pathway Completion Rate | NA | 5% |
| ROTC Completion Rate | NA | NA |
| Number of students attaining the District and/or State Seal of Biliteracy | 1 | 1 |

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| Identified Need(s): | <ul style="list-style-type: none"> • Students need to be exposed to both potential opportunities in the areas of College and Career/ • Students need to be exposed to career training centers such as the INTECH center. • Students need access to technology to access readiness through the educational technology of Naviance. |
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| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|---|---|----------------------------|--|-------------------------------|
| | | | | Title 1 |
| Goal 3A: College/Career Readiness Field Trips: <ul style="list-style-type: none"> • 3 Field Trips | <ul style="list-style-type: none"> • FAFSA Completion Data • Grad Rates • CTE Completion Rate | All | Principal Counselors Assistant Principal | \$1500 |
| | | | | |

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| Total Estimated Cost for This Goal: | \$1,500 |
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LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table

| Metrics/Indicators | 2018-19 Outcomes | 2019-20 Expected Outcomes |
|--|------------------|---------------------------|
| Certificated Professional Development Rating | Proficient | Proficient |
| Instructional Leadership Team Rating | Proficient | Proficient |

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|----------------------------|---|
| Identified Need(s): | <p>Consider what professional development is needed to improve instruction through shared instructional leadership, collaborative planning and effective instructional delivery.</p> <p>Eric Birch High School educators need professional learning opportunities in the areas of educational technology, instructional strategies and methodologies to increase rigor and relevance in core curriculum and strategies in serving the foundational learning needs our unique and diverse population. In addition, our educators and administrators will be looking at participating in the California Continuation Association Education Conference associated with the areas of social emotional support and instructional strategies for at risk students.</p> |
|----------------------------|---|

| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as walk-throughs, PLC agendas) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|---|---|---------------------|---|--|
| | | | | Title 1 |
| <p>4A Professional Development:</p> <ul style="list-style-type: none"> California Continuation Education Association Conference Next Generation Science Conference (if possible) Social Studies Framework Conference Educational Technology Conferences (CUE / ISTE) | <ul style="list-style-type: none"> Surveys Walkthrough Data | All | Principal Teachers Assistant Principal | \$7,478 (\$158.22 2018 carry over negative balance) |
| Total Estimated Cost for This Goal: | | | | \$7,319.78 |

| LEA/School GOAL 5: Engage Students & Decrease Dropout Rates | | | |
|---|---------------|------------------|---------------------------|
| Metrics/Indicators | | 2018-19 Outcomes | 2019-20 Expected Outcomes |
| Dropout rate | | NA | 30% |
| Suspension rate: | SW | 15.5% | 12% |
| | FY (homeless) | 15.4% | 12.4% |
| | Hisp | 15.6% | 12.6% |
| | ELL | 22% | 15% |
| | AA | 12% | 9% |
| | Sped | 25% | 20% |
| Expulsion rate | | 1.3% | 0% |
| Attendance Rate | | 96.37 | 97% |
| Chronic Absenteeism | | 47.6% | 40% |

| | |
|----------------------------|--|
| Identified Need(s): | Consider what differentiated supports students who are not meeting attendance and or behavior expectations need in order to be successful. |
|----------------------------|--|

| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|--|--|---------------------|-----------------------|---|
| | | | | Title 1 Attendance supports and incentives are not allowable out of Title I. |
| | | | | |
| | | | | |
| Total Estimated Cost for This Goal: | | | | |

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table

| Metrics/Indicators | 2018-19 Outcomes | 2019-20 Expected Outcomes |
|---|------------------|---------------------------|
| Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets | 4 | 8 |
| Parent Engagement and Local Climate Survey | 23% | 46% |

| | |
|----------------------------|---|
| Identified Need(s): | <ul style="list-style-type: none"> Parents need workshops in supporting students social and emotional needs. |
|----------------------------|---|

| 2019-20 Evidence-based Actions/Services Must address the Identified Needs | Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms) | Pupils to be served | Person(s) Responsible | 2019-20 Estimated Cost |
|--|---|--|---------------------------|--|
| | | | | Title 1 <i>May not be used for food</i> |
| Goal 6C Parent Workshops <ul style="list-style-type: none"> Consultant Fees | <ul style="list-style-type: none"> Success Club Completion Rate Attendance Rate Sign-in | Tier 3 Intervention – At Risk parents/ students-based behavior and academics | Administration Counselors | \$1,500 |
| | | | | |
| | | | | |

Unfunded School Site Council Priorities

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |
|---|---------------------|----------------------------|----------------------------------|
| Instructional Technology (2018-2020) | ALL | \$180,000 (90K per year) | Principal Assistant Principal |
| Additional Teacher Salaries (2018-2020) | ALL | \$210,000 (105K per year) | Principal Assistant Principal |
| Non-College and Career Field Trips (2018-2020) | ALL | \$45,000 (22.5 K per year) | Principal Assistant Principal |
| Student Awards (2018-2020) | ALL | \$15,000 (7.5K per year) | Principal Assistant Principal |
| Instructional Supplies/Materials (2018-2020) | ALL | \$60,000 (30K per year) | Principal Assistant Principal |
| Infrastructure Upgrades (2018-2020) | ALL | \$90,000 (45K per year) | Principal Assistant Principal |
| Educational Technology, including but not limited to E-books. (2018-2020) | ALL | \$150,000 (75K per year) | Principal Assistant Principal |
| Computer Software/Related Supplies (2018-2020) | ALL | \$30,000 (15K per year) | Principal Assistant Principal |
| Robotics (2018-2020) | ALL | \$150,00 | Principal Assistant Principal |

Programs Included in this Plan *Sites are not to edit this page.*

| Federal Programs | | Allocation |
|---|---|-------------|
| <input checked="" type="checkbox"/> | Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. | \$16,478.00 |
| <input checked="" type="checkbox"/> | Title I, Part A: Parent and Family Engagement 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). | \$782.00 |
| Total amount of federal funds allocated to this school | | \$16,478.00 |

The following site-level supports are included in the district's 2017- 20 LCAP/LEAP:

| LCAP/LEAP Goal | Description of Supports |
|----------------|---|
| Goal 1 | <ul style="list-style-type: none"> • Supply closet to provide instructional supplies and materials for students • One full-time ELA Intervention Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state's Common Core Standards. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • Math 180 Blended Learning Curriculum and computer adaptive software, related materials • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning and intervention opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance |
| Goal 2 | <ul style="list-style-type: none"> • CELDT and ELPAC administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support |
| Goal 3 | <ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff • Supplemental funding for Advanced Placement and International Baccalaureate exams |
| Goal 4 | <ul style="list-style-type: none"> • Professional development for teachers on adopted curriculum • Professional Learning Community (PLC) support for sites • Professional development for principals and assistant principals |

| | |
|--------|---|
| | <ul style="list-style-type: none"> • Additional assistant principal support at select elementary sites • Extended work year for elementary and middle school principals • Induction and PAR support for school sites/teachers |
| Goal 5 | <ul style="list-style-type: none"> • PBIS and Restorative Practice professional development for Cohorts • PBIS extra hourly for site coaching support • Extra hourly for PBIS implementation • PBIS and Restorative practice materials |
| Goal 6 | <ul style="list-style-type: none"> • Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement • Parent Workshops to increase parent engagement • Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons • Family Math and Literacy Nights |
| Goal 7 | <ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites |

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 the peers who they represent on the SSC must have voted them in.

| Name | Position | Length of Term | Term Expires | Minimum Numbers |
|---------------------|------------------------------------|----------------|----------------|-----------------|
| Mike Bunten | Principal | Not-Applicable | Not-Applicable | 1 |
| Matthew Callebs | Classroom Teacher | 2 years | May 2022 | 1 |
| Gil Vega | Classroom Teacher | 2 years | May 2022 | 1 |
| Tiffany Brumbaugh | Classroom Teacher | 2 years | May 2022 | 1 |
| Lindy Bidolli | Classroom Teacher | 2 years | May 2022 | 1 |
| Mariana Murillo | Other Staff Member: Bilingual Aide | 2 years | May 2022 | 1 |
| Sub Total: 6 | | | | |
| Christina Morrison | Parent/Community Member | 2 years | May 2022 | 1 |
| Elena Mercado | Parent/Community Member | 2 years | May 2022 | 1 |
| July Wittingham | Parent/Community Member | 2 years | May 2022 | 1 |
| Hailey Baker | Student Member | 2 years | May 2022 | 1 |
| Kobe Delgado | Student Member | 2 years | May 2022 | 1 |
| Bryan De La Cruz | Student Member | 2 years | May 2022 | 1 |
| Sub Total: 6 | | | | |

| | | | | |
|--|--|--|--|------------------|
| | | | | Total: 12 |
|--|--|--|--|------------------|

RECOMMENDATIONS AND ASSURANCES