2024-2025 School Plan for Student

School Plan Overview

VISION AND MISSION

Birch High School

VISION
Preparing students with skills for success in college, career, and life.

MISSION

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic		

2023 Fall Dashboard Overall Performance for All Students

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	136.3 points below standard	Less than 11 Students
99.6 points below standard	Increased Significantly +20.8 points	1 Student
Maintained +2.2 points		
109 Students	18 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Less than 11 Students
7 Students	95.9 points below standard	4 Students
	Increased +7.5 points	
	97 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	No Performance Color	Less than 11 Students
5 Students	0 Students	0 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Red	Less than 11 Students	Less than 11 Students	Less than 11 Students
100.1 points below standard	0 Students	1 Student	4 Students
Maintained +2.7 points			
98 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
132.3 points below standard	Less than 11 Students	93.4 points below standard
Increased Significantly +42 points		Increased +9 points
13 Students	5 Students	53 Students

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	192.2 points below standard	Less than 11 Students
163.3 points below standard	Increased Significantly +18.6 points	
Increased +14.6 points		1 Student
	18 Students	
109 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Less than 11 Students
	162.5 points below standard	
7 Students	Increased Significantly +15.9 points	4 Students
	97 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	No Performance Color	Less than 11 Students
5 Students	0 Students	0 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	Less than 11 Students	Less than 11 Students
163.7 points below standard	0 Students	1 Student	4 Students
Increased +13.3 points			
98 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

202.2 points below standard

Maintained +2 points

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance
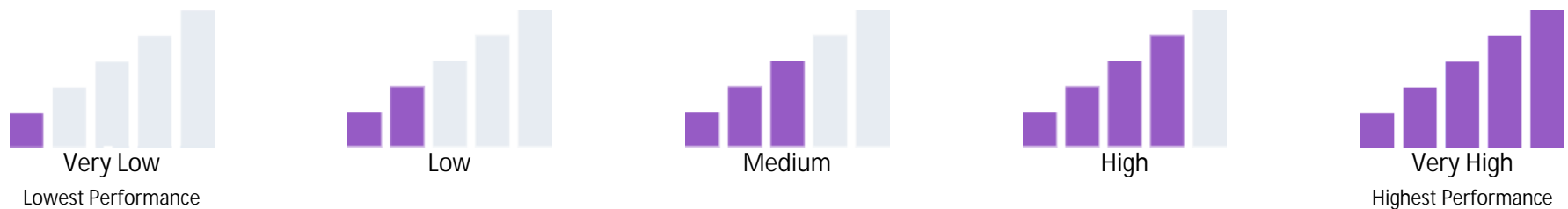
This section provides number of student groups in each level.

	2023 Fall Dashboard College/Career Equity Report			
Very High	**High**	**Medium**	**Low**	**Very Low**
3	0	0	0	0
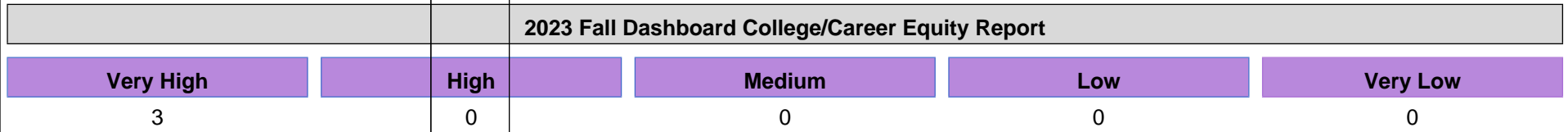
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group	
All Students	**English Learners**
1.4 Prepared	0 Prepared
138 Students	33 Students

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American

0 Prepared

13 Students

American Indian

0 Students

Asian

Less than 11 Students

1 Student

Filipino

Less than 11 Students

1 Student

Hispanic

1.7 Prepared

118 Students

Two or More Races

0 Students

Pacific Islander

0 Students

White

Less than 11 Students
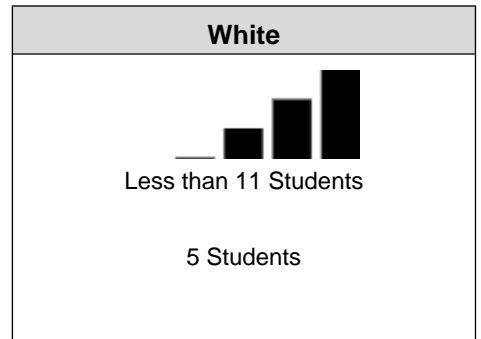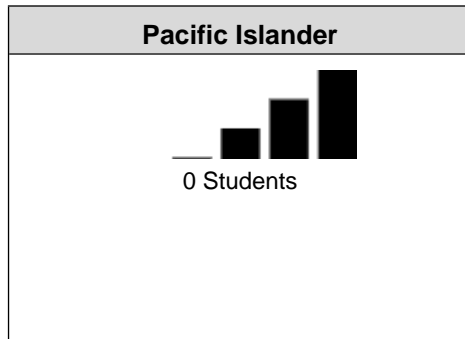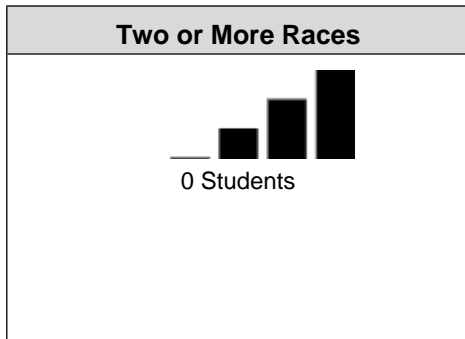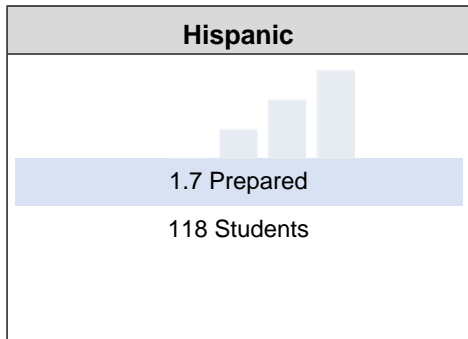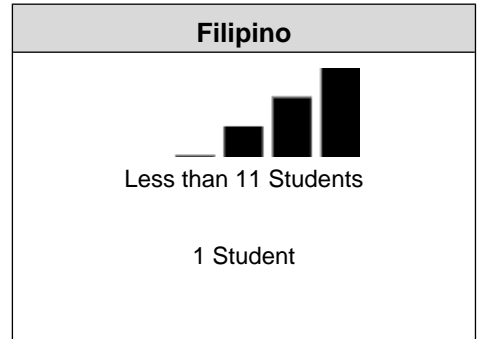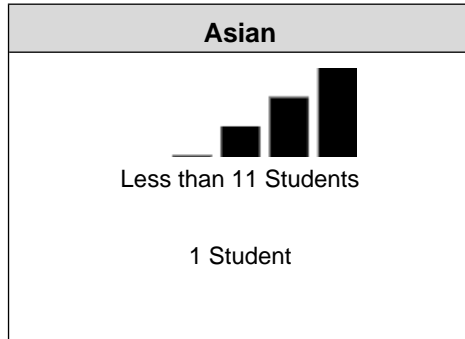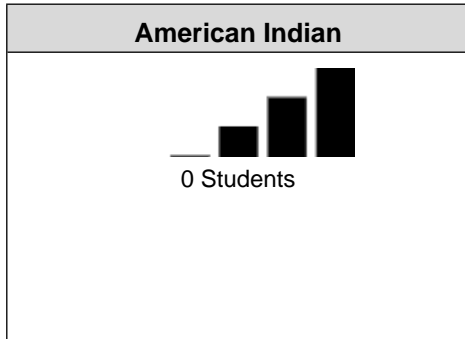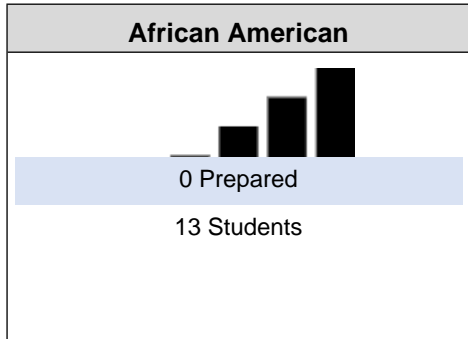
5 Students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is eweanprogytedgrot cg acrl-50(fo)-1()-50(d(c)1(alwi)-9(t)-81wg acr)1(r-1(te)1(s "e)1(Ng acn)1re per)1(fo)-1((r thaormancCo

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Color

0 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

0 Students

Filipino

No Performance Color

0 Students

Hispanic

No Performance Color

0 Students

Two or More Races

No Performance Color

0 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

0 Students

School and Student Performance Data

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
80.4% graduated	78.8% graduated	4 Students
Decreased Significantly -8.1	Decreased Significantly -13.5	
138 Students	33 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
61.5% graduated	Orange	58.3% graduated
Decreased Significantly -24.2	80.3% graduated	Decreased Significantly -41.7
13 Students	Decreased Significantly -8.4	12 Students
	137 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Yellow

6.8% suspended at least one day

Declined Significantly -2.2

369 Students

English Learners

Green

1.4% suspended at least one day

Declined -9.6

74 Students

Foster Youth

Less than 11 Students

4 Students

Homeless

0% suspended at least one day

Declined -5.9

24 Students

Socioeconomically Disadvantaged

Yellow

6.7% suspended at least one day

Declined Significantly -2.9

327 Students

Students with Disabilities

Green

2.2% suspended at least one day

Declined -4.2

46 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

13.3% suspended at least one day

Increased 5.6

30 Students

American Indian

No Performance Color

0 Students

Asian

Less than 11 Students

1 Student

Filipino

Less than 11 Students

4 Students

Hispanic

Green

6% suspended at least one day

Declined Significantly -3.5

317 Students

Two or More Races

Less than 11 Students

1 Student

Pacific Islander

Less than 11 Students

Analysis of Qualitative Data: Surveys

Analysis Of Qualitative Data: Surveys			
School Metrics/Indicators	Previous Year Outcomes	Current Outcomes	Future Expected Outcomes
Student Fall SEL Survey: Participation Rate for Grades 3-12	69%	97%	95%
Family Climate Survey: Household Participation Rate	15%	8%	25%
Student Climate Survey: Participation Rate for Required Grade Levels (5, 7, 9, 11)	95%	98%	95%
Student Climate Survey: Participation Rate for Optional Grade Levels (3, 4, 6, 8, 10, 12)	91%	88%	N/A – Participation for optional grade levels is not expected. Participation rate is only included to provide additional context for the interpretation of results.

Student Fall SEL Survey	
Grade levels that participated:	11th and 12th grade students participated in the Fall SEL survey.
Strategies or challenges that contributed to participation rate:	School-wide SEL Survey was administered through the implementation of 4th period survey time. Individualized targeted student pull-outs from class was implemented to provide time for students during the school day to complete the SEL Survey. Resident substitute teachers worked with small groups of students in communicating the need to complete the SEL survey. Student's lack of motivation, buy-in, and overall understanding of completing the survey and the impact of the survey is a challenge and is an area that needs to be developed.
Areas where growth was evident from previous year:	Self-Management, Grit and Emotion Regulation were areas where growth was evident.
Areas of strength identified:	Supportive Relationships and Self-Management continue to be areas of strength based on the survey data.
Areas where growth is needed:	Self-Efficacy and Sense of Belonging are the areas that growth is needed.

Student Climate Survey	
Grade levels that participated:	11th and 12th grade students participated in the Climate survey.

Student Climate Survey

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 in the following areas.

Areas of focus for 2023-2024 school year
*Continue Tier 3 PBIS implementation following the Tiered-Fidelity Inventory assessment feedback.
*Increase and improve the implementation of academic language and academic response frames.
*Increase and improve differentiated small-group instruction to support all students with foundational concepts and skills.

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 monitorif 1 0oing (g)1(mo)6(e)1(wi) Sp0 studaomt-1(ts sn-1(inu81(o)-1(in)-1(g)1(mo)-1(nito)-1(r)1(i)-1(f 1 0o)-1(in)-1(g)1((g)1(mo)6(e)1(wi) S)-1(p0 stud)-2bas

Standards, Assessment, and Accountability	
	In May 2024 SSC approves the 2024-2025 SPSA actions and services.
Process for monitoring implementation and annually evaluating progress toward accomplishing EL program goals for addressing the needs of at-promise ELs.	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

Staffing and Professional Development

| Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA) | 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.

Eric Birch HS and Citrus HS have aligned common prep periods so teachers can communicate and collaborate with other teachers that teach the same subjects/grade levels. Through the implementation of Teaching Effective Learning (TEL) teachers are provided time with a coach that facilitates PLC meetings to further teachers communication and collaboration through a guided inquiry cycle.

Secondary School Learning Walks, Learning Walks are used to provide feedback to the school site on specific areas of teaching |
|---|---|

Staffing and Professional Development

Teaching and Learning

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

Teaching and Learning	
	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.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)	Eric Birch High School's Innovation provides teachers with built in time for a prep period PLC. This time is utilized for additional learning opportunities for underperforming students to meet with teachers and get individualized support that is targeted to their learning gaps.

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 Eric Birch 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 Eric Birch 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 Eric Birch High School. Blackboard Connect messages Coffee with the Principal The vision, mission, 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 Eric Birch 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

Educational Partner Involvement

school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.	In December 2023 and March 2024 school site council performed a formal progress monitoring of actions and services to review levels of implementation and outcomes. in determining if the actions and services would be modified, Most actions and services were partially implemented in December and were substantially implemented in March. In April 2024 ELAC performed progress monitoring of actions and services to provide recommendations on future actions and services. In April 2024 SSC reviewed the recommendations that ELAC provided on future actions and services. In the same SSC meeting they also develop the 2024-2025 SPSA actions and services by reviewing available data and the SPSA needs assessment. In May 2024 SSC approves the 2024-2025 SPSA actions and services.

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 17% of the student population are identified as English Learners.

ELPAC Data
* A majority of our EL are at Level 3 (moderately developed).
* Schoolwide performance is stronger in Oral Language compared to Written Language.
* Performance has slightly improvement over the past 3 years in all four domains.
* Schoolwide, the % of students decreasing/maintaining/making progress has steadily improved across the 3 years.
* Schoolwide, about 1/2 of students are making progress (made progress) and about 1/2 of students are not making progress (decreasing or maintaining ELPI level).
* Schoolwide, only 18% of ELs are in level 4 with the majority of ELs in level 3H at 30%.
* The greatest number of students who did not make progress were at level 2L.
* Schoolwide, the speaking domain is a relative strength.
* Schoolwide, performance over the past 3 years has slightly improved in all four domains.
* Grade 12 EL students are stronger than grade 11 EL students in 3 of the 4 domains.
* Schoolwide, the Reading domain is the greatest area of need.
* Grade 11 and 12 students need intensive support in the reading domain.

CAASPP
* In ELA, English Learners have an average Distance from Standard 29.8 points below the all student group.
* In Math, English Learners have an average Distance from Standard 24.5 points below the all student group.
* In ELA, English Learners improved in distance from standard by 34.0 points while the All-Student group improved by 9.8 points, thus decreasing the achievement gap.
* In Math, English Learners improved in distance from standard by 23.6 points while the All-Student group improved by 11.3 points, thus decreasing the achievement gap.
* Listening is a relative strength in ELA for English Learners.
* Problem solving, modeling & data analysis are the relative areas of strength for English Learners.
* Writing is the greatest area of need in ELA for English Learners.
* Concepts and procedures are the greatest areas of need in Math for English Learners.

Provide small group instruction through the Citrus High School Contractual Variance (prep period

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	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
Smarter Balanced Assessment ELA (ALL): Average Distance from Standard (DFS)	• 114.8 (2021-2022)	-105.2	-102.2
Smarter Balanced Assessment Math (ALL): Average Distance from Standard (DFS)	• 177.8 (2021-2022)	-167.3	-164.3
Fall MAP Growth Reading (ALL): Average Distance from Norm (DFN)	11th: -14.3 12th: -29.3	11th: -14.4 12th: -11.0	11th: -13.9 12th: -10.5
Fall MAP Growth Math (ALL): Average Distance from Norm (DFN)	11th: -15.0 12th: -21.0	11th: -19.7 12th: -18.6	11th: -19.2 12th: -18.1
MAP Growth Reading (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.02	0.58	>= 0
MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.22	0.01	>= 0

CAASPP Data Analysis (Distance from Standard) – ALL Students
Achievement Trends:
School * In ELA, Eric Birch High School's average is 105.0 points below standard (-105.0 Distance from Standard) * In Math, Eric Birch High School's average is 166.5 points below standard (-166.5 Distance from Standard) * In ELA, the average scaled score is in the Not Met range.

CAASPP Data Analysis (Distance from Standard) – ALL Students

* In Math, the average scaled score is in the Not Met range.

Student Groups
* All student groups are performing below standard (negative Distance from Standard) in both ELA and Math.
* Every student group is stronger in ELA than in Math.
* The Homeless and Socio-economically disadvantaged groups are out performing the all student group in ELA.
* Hispanic group is performing similarly to the all student group in ELA and in Math.

Growth Trends:

School
* Schoolwide growth was greater in Math than in ELA.
* The schoolwide Distance from Standard improved by 9.8 points in ELA and by 11.3 in Math.

Student Groups
* Every student group improved in Distance from Standard in ELA and Math.
* English Learners had the greatest growth in ELA by 34.0 points and the greatest growth in Math by 23.6 points.
* Socio-economically disadvantaged group had more growth than the all student group in ELA 16.4 points and in Math 17.6 points.

Identified Areas of Strength:

* Listening and Research/Inquiry are relative strengths in ELA.
* Problem solving, modeling, & data analysis is a relative strength in Math

Identified Needs (Areas for Growth):

* Schoolwide, Writing is the greatest are of need in ELA.
* Schoolwide, Concepts and procedures is the greatest area of need in Math.

MAP Data Analysis – ALL Students

Achievement Trends:

School
* Schoolwide, there is a greater percentage of students scoring in the bottom performance band in math than in reading.
* Over 60% of students are scoring below the 41st percentile in reading.
* Over 50% of students are scoring below the 21st percentile in math.
* No students are scoring high in math, while only 2% of the students are scoring high in reading.
* Schoolwide, 10% of students are projected to score standard met/exceeded in reading on the SBA, while only 1% of students are projected to score standard met/exceeded in math on the SBA.

Grade Levels
* On average, 12th grade students are performing higher in reading than 11th grade students.
* On average, 12th grade students are performing higher in math than 11th grade students.
* In reading, the percentage of 11th grade students in the Lo band is greater than 12th grade students.
* In math, the percentage of 11th grade students in the Lo band is greater than 12th grade students.

Student Groups
* There is no significant differences in performance between male and female students in reading, while in math a higher percentage of female students are scoring in the lowest performance band compared to the male student group.
* Female students are projected to have a higher percentage of students met/exceeded on the SBA compared to the schoolwide rate in both math and ELA.

MAP Data Analysis – ALL Students

Identified Areas of Strength:

* Schoolwide, the Vocabulary area is a relative strength in reading.
* Schoolwide, the Real and Complex Number Systems area is a relative strength in math.

Identified Needs (Areas for Growth):

* Schoolwide, the Literary Text area is the greatest area of need in reading.
* Schoolwide, the Geometry areas is the greatest area of need in math.

List Student Groups in Need of Targeted Support (underperforming compared to the All-Student group):

* African American need targeted support in reading and math.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	* Provide ELO * Increase parent engagement and involvement * PD

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC
1A. Provide extended learning opportunities to support students with targeted tutoring to increase student achievement.					

Planned Improvements in Student Performance

CAASPP Data Analysis – EL Students

How does the EL Student Group growth compare to the ALL-Student Group?

* In ELA, English Learners improved in distance from standard by 34.0 points while the All-Student group improved by 9.8 points, thus decreasing the achievement gap.
* In Math, English Learners improved in distance from standard by 23.6 points while the All-Student group improved by 11.3 points, thus decreasing the achievement gap.

Identified Areas of Strength:

* Listening is a relative strength in ELA for English Learners.
* Problem solving, modeling & data analysis are the relative areas of strength for English Learners.

MAP Data Analysis – EL Students
Identified Areas of Strength:
* The Vocabulary area is a relative strength in reading for English Learners. * The Real and Complex Number Systems area is a relative strength in math for English Learners.
Identified Needs (Areas for Growth):
* In reading, literary text is an identified area for growth for English Learners. * In math, geometry is an identified area for growth for English Learners.

CA Dashboard Analysis (Academic Indicator) – EL Students
How does the EL Student Group achievement compare to the All-Student Group?
* English Learner status in ELA is "Very Low" which is the same as the All-student group, however, English Learners are 36.7 DFS points below the All-student group. * English Learner status in ELA increased significantly by 20.8 points while the All-student group status in ELA maintained with an increase of 2.2 points, thus narrowing the achievement gap.
How does the EL Student Group growth compare to the All-Student Group?
* English Learner status in Math is "Very Low" which is the same as the All-Student group, however, English Learners are 28.9 DFS points below the All-student group. * English Learner status in Math increased significantly by 18.6 points while the All-student group status in ELA increased by 14.6 points, thus narrowing the achievement gap.

Site Measures for Evaluating Actions/Services
Description of Site-Specific Data Collected for Progress-Monitoring
A variety of site-based metrics were used to measure EL student academic achievement (quarter and semester grades) and the implementation of professional learning (surveys and classroom walkthrough data).
Identified Areas of Strength:
Classrooms are implementing learning targets, academic language, and setting up the physical layout for small group instruction for EL students.
Identified Needs (Areas for Growth):

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 literacy by developing their reading and writing skills.

School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes
% by ELPI level	Level 4: 8% Level 3H: 23% Level 3L: 28% Level 2H: 25% Level 2H: 11% Level 1: 6%	Level 4: 18% Level 3H: 30% Level 3L: 22% Level 2H: 18% Level 2H: 8% Level 1: 4%	

ELPAC Data Analysis – EL Students

* Schoolwide, only 18% of ELs are in level 4 with the majority of ELs in level 3H at 30%.
* The greatest number of students who did not make progress were at level 2L.

Grade Levels
* Grade 12 cohort showed the greatest increase in level 4.
* The percentage of grade 12 students who made progress increased by 33% from their 11th grade year.
* Grade 11 cohort showed the greatest increase in level 3L.
* Grade 11 cohort showed the greatest decrease in level 2H.

Student Groups
* The distribution of ELPI levels has improved with level 1, 2L, 2H decreasing and 3L, 3H, and 4 increasing.
* The SED student cohort has a similar ELPI improvement compared to the schoolwide group.
* The female student cohort has more students in level 4 while the male student cohort has more percentage of students in the 3H level.

Identified Areas of Strength:

* Schoolwide, the speaking domain is a relative strength.
* Schoolwide, performance over the past 3 years has slightly improved in all four domains.
* Grade 12 EL students are stronger than grade 11 EL students in 3 of the 4 domains.

Identified Needs (Areas for Growth):

* Schoolwide, the Reading domain is the greatest area of need.
* Grade 11 and 12 students need intensive support in the reading domain.

List Grade Levels and ELPI Levels in Need of Targeted Support (underperforming compared to schoolwide ELPAC or progressing at a lower rate compared to schoolwide ELPI):

* Grade levels: 11 and 12

* ELPI Levels: 2L, 2H, 3L, and 3H

CA Dashboard Analysis (English Learner Progress Indicator) – EL Students
ELPI Performance (Status AND Change)

2024-25 Evidence-based Actions/Services	2024-25 Estimated Cost

LEA/School GOAL 2:			
School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes

CAASPP Data Analysis – 3rd Grade ELA
Achievement Trends:
Identified Areas of Strength:
Identified Needs (Areas for Growth):

MAP Data Analysis – Kinder through 3rd Grade Reading
Achievement Trends:
Growth Trends:
Identified Areas of Strength:
Identified Needs (Areas for Growth):

Site Measures for Evaluating Actions/Services
Description of Data Collected for Progress-Monitoring
Identified Areas of Strength:
Identified Needs (Areas for Growth):

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?	

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				Title 1	SUPC

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	Previous Year Outcome	Current Outcomes	

CAASPP Data Analysis (Standard Met/Exceeded) – 11th Grade ALL/EL Students
* Female are outperforming males in percent met/exceeded in ELA. * All student groups decreased in percent met/exceeded in ELA and in Math with the exception of RFEP student group. * Reclassified fluent English Proficient were the only student group that increased in percent met/exceeded in ELA and in percent met/exceeded in Math.
Identified Areas of Strength (ALL Students):
* Listening is a relative strength in ELA. * Problem Solving, Modeling & Data Analysis is a relative strength in Math.
Identified Needs (Areas for Growth) (ALL Students):
* Schoolwide, Writing is the greatest area of need in ELA. * Schoolwide, Concepts and Procedures are the greatest areas of need in Math.
How does EL Student Group achievement compare to the ALL-Student Group?
* The achievement gap for English Learners is greater in Math than in ELA. * In ELA, English Learners are performing below the All-Student group with 7.5% fewer students scoring standard met or exceeded. * In Math, English Learners have 0% of students scoring standard met or exceeded, which is similar to the All-Student group at 1.3% scoring standard met or exceeded.
Identified Areas of Strength (EL Students):
* The EL student group is under 30 students so the data is not displayed.
Identified Needs (Areas for Growth) (EL Students):
* The EL student group is under 30 students so the data is not displayed.
List Student Groups in Need of Targeted Support (underperforming compared to the ALL-student group):
ELA: English Learner, Hispanic, African American, and Socioeconomically Economically Disadvantaged. Math: English Learner, Hispanic, African American, and Socioeconomically Economically Disadvantaged.

CA Dashboard Analysis – CCI & Graduation Rate ALL/EL Students
College/Career Indicator Performance (Status Only) – All-Student Group

CA Dashboard Analysis – CCI & Graduation Rate ALL/EL Students

* 1.4% of students who graduated in 2023 are considered college and career ready which is considered "very low" performance.

Graduation Rate Indicator Performance (Status AND Change) – ALL-Student Group

2024-25 Evidence-based Actions/Services	2024-25 Estimated Cost

Unfunded School Site Council Priorities

Actions/Services

RECOMMENDATIONS AND ASSURANCES

Name of School: Eric Birch & Citrus High School

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

Electronic

☐ 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

Michael Bunten
Signature of School Principal

Mike Bunten
Typed name of SSC Chairperson