

# Fontana Unified School District

9680 Citrus Avenue Fontana, CA 92335 (909) 357-7600



## Eric Birch High School

7930 Locust Avenue, Fontana, CA 92336 - (909) 357-5310

Serving grades Ten through Twelve - CDS Code: 36-67710-3630019

<http://www.fusd.net/Birch>

**Mike Bunten, Principal**  
*Michael.Bunten@fusd.net*

### 2019-2020 School Accountability Report Card

#### Board of Education

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#### District Administration

Randal S. Bassett

*Superintendent*

*randal.bassett@fusd.net*

Ryan DiGiulio

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Business Services*

Monica Makiewicz

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Teaching & Learning*

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*Chief of School  
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#### SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



#### DataQuest

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

#### California School Dashboard

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

#### District Vision

##### Our Mission

"Every Student Successful. Engaging Schools. Empowered Communities."

##### Our Shared Vision

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

##### Our Core Values

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment



## Our Three Cornerstones of Success

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

## Our Goals and Budget Priorities

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

## 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.

## School Mission Statement

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 Profile (School Year 2020-21)

Offering a family-oriented, personalized environment is one of the many valuable benefits of a small continuation school like Eric Birch High. Teachers know the individual learning needs of their classes due to small class sizes. School staff understand and promote communication with parents at home regarding student progress. Each student is provided a rigorous, challenging curriculum to meet state proficiency standards and experience success in the workforce. Eric Birch High School's state-of-the-art curriculum is based on a school-to-career system.

Core academics are taught in a manner that demonstrates the relationship between school and work. Dedicated administrators, teachers, and school staff are experienced in working in the alternative education environment.

Fontana Unified schools are located in San Bernardino county, California. The state of California has been heavily impacted by the COVID-19 pandemic and most schools in the state are participating in full distance learning and some with a hybrid of distance learning and in-person learning. Every county in California is assigned to a tier based on its test positivity and adjusted case rate. San Bernardino County is currently in the Widespread (Purple) Tier, the strictest of tiers. Under the California guidance, schools may not reopen for in-person instruction until the county has been in the Substantial (Red) tier for at least two weeks. As a result, all Fontana Unified schools will continue to educate students via distance learning until further notice.

## Principal's Message

Welcome to Eric Birch High School!

At Eric Birch High School our vision is to prepare every student for College, Career, and Life. We are committed to serving all our students through an alternative digital learning environment that supports their academic and social emotional needs.

The staff is committed to excellence in teaching and learning by providing students a personalized learning pathway that supports each student to have academic success. We also provide students with a safe physical and digital learning environment. Eric Birch High Schools provides all students with an individualized grad plan that outlines their pathway to graduate at either High School or transfer back to their home school

The COVID-19 pandemic has required the closure of in-person learning at our school. While we all would rather be learning in-person together; I am so proud of our students, families, and teachers for how well they have handled the transition to distance learning. I look forward to being able to see all of the students in-person again as soon as it is safe to do so. Until then, we will continue to get through this unprecedented challenging time together virtually.

## School Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Fontana Unified School District. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the school. Parents are informed of absences through phone calls and letters sent home.

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading. Additionally, the daily schedule allocates designated "Student Support Time" where teachers are available to answer student and parent questions and students with identified needs can receive additional instruction and support.

## School Enrollment

The charts display student enrollment broken down by student group and grade.

### Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
11th	91	100	81
12th	150	142	168
Total	241	242	249

### Enrollment by Student Group

2019-20

	Percentage
Black or African American	4.4
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	0.8
Hispanic or Latino	88.0
Native Hawaiian or Pacific Islander	0.8
White	4.0
Two or More Races	1.2
EL Students	30.1
Socioeconomically Disadvantaged	91.2
Students with Disabilities	15.7
Foster Youth	2.0
Homeless	2.0

## Conditions of Learning

### State Priority: Basic

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

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

## School Facilities (School Year 2020-21)

### Age and Condition of Facilities

Eric Birch High School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1994, the school sits on six acres and includes 15 permanent classrooms, three portable classrooms, a counseling center, a gym/multipurpose center, a teacher work room, and a library/computer lab. In addition to the aforementioned classrooms, our College/Career Center is now our Parent Center.

### Campus Supervision

Regular campus supervision is shared throughout the day by security officers, teachers, and administrators to ensure the campus remains safe while instruction is in progress. In the morning as students arrive on campus, teachers and two security officers are strategically stationed at designated areas to monitor student behavior.

During lunch, teachers, one security officer, and the principal share supervision of students in the cafeteria and common gathering areas. When students are dismissed for the day, the security officer and the principal ensure students leave campus in a safe and orderly manner. The principal, security officer, office staff, counselor, and the custodian carry hand-held radios for effective routine and emergency communications.

Eric Birch High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

One full-time custodian is assigned to Eric Birch High, arriving at 1:00 p.m., and is responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Restrooms are checked every 45 minutes by security officers and cleaned as needed. The principal, security officers, and custodians maintain communication daily using hand-held radios to quickly address maintenance and safety issues. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus. An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the principal. Upon approval, work orders are prepared and forwarded to the district's maintenance department who identifies the scope of each project and then assigns projects to either district maintenance technicians/specialists or site custodians.

Each site custodian is capable of handling most general repairs projects; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists. Each morning before students arrive on campus, the principal and security officers inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds.

### Improvements to Facilities

upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

### Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Facilities information was collected in October 2020.

School Facility Conditions				
Date of Last Inspection: 04/30/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			RM 2, RM 6, RM 10, TEACHER BREAK RM: WATER STAIN CEILING TILES. (Work orders submitted)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	19	21	20	215
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	1	0	0

## Instructional Materials (School Year 2020-21)

### *Sufficiency of Instructional Materials*

Fontana Unified School District held a public hearing on December 9, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

### *Adoption of Instructional Materials*

Textbooks and supplementary materials are adopted for grades Kindergarten through eight according to a cycle developed by the California Department of Education. This process is in place to ensure that textbooks used in schools are the most current available.

The California Department of Education has state approved curriculum for grades Kindergarten through eight. There is no state approved curriculum for grades nine through twelve, these materials are locally determined. Additionally, there is no state approved curriculum for Transitional Kindergarten, these materials are also locally determined. A modified kindergarten curriculum intended to be age and developmentally appropriate is used for all schools in the district that offer Transitional Kindergarten.

Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The district schools use the most current materials for most subjects and grade levels. Adoption of History/Social Studies curriculum for grades Kindergarten through five and adoption of Science curriculum for all grades is currently pending.

### *History/Social Studies & Science Curricula*

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History/Social Studies adoption for grades six through twelve was completed in 2019, adoption for grades four and five was completed in 2020, and grades Kindergarten through three is planned for adoption in 2021. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

## Quality, Currency, & Availability

The table displays information collected in December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: December 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
11th-12th	AP Literature	WW. Norton & Co.	Norton Introduction to Literature	2016	Yes	0.00%
12th	English/Language Arts	The California State University	Expository Reading and Writing Course, 2nd Edition	2013	Yes	0.00%
11th-12th	English/Language Arts	Bedford/St. Martin	The Language of Composition	2016	Yes	0.00%
10th-12th	English/Language Arts	The College Board	Springboard, English Language Arts for 9-12	2017	Yes	0.00%
10th-12th	Advanced Algebra	Cengage	Advanced Algebra with Financial Application	2015	Yes	0.00%
10th-12th	Intro to College Math	McGraw-Hill	Beginning and Intermediate Algebra	2017	Yes	0.00%
10th-12th	Integrated Math	Houghton Mifflin Harcourt	Integrated Math Level 1-3	2015	Yes	0.00%
10th-12th	Pre-Calculus	Pearson Prentice Hall	Precalculus: Graphical Numerical Algebraic	2014	Yes	0.00%
10th-12th	Trigonometry	Pearson Prentice Hall	Precalculus: Graphical Numerical Algebraic	2014	Yes	0.00%
10th-12th	AP Calculus	Pearson	Calculus: Graphical, Numerical, Algebraic	2014	Yes	0.00%
10th-12th	Calculus	Prentice Hall	Calculus	2015	Yes	0.00%
10th-12th	AP Statistics	W. H. Freeman	The Practice of Statistics	2014	Yes	0.00%
10th-12th	Statistics	Pearson	Stats in Your World	2014	Yes	0.00%
11th-12th	AP American Government	McGraw Hill	American Democracy Now	2016	Yes	0.00%
12th	AP Economics	Glencoe/McGraw-Hill	Economics: Principles, Problems, and Policies	2006	Yes	0.00%
10th-12th	US History	Impact	Impact United States History	2019	Yes	0.00%
10th-12th	World History	Impact	Impact World History	2019	Yes	0.00%
10th-12th	Economics	Impact	Impact Economics	2019	Yes	0.00%
10th-12th	American Government	Impact	Impact American Government	2019	Yes	0.00%
10th-12th	AP European History	Prentice Hall	Western Heritage Since 1300	2015	Yes	0.00%
11th-12th	AP Psychology	BFW Wsorth	Psychology in Modules AP	2016	Yes	0.00%
11th-12th	AP US History	McDougal Littell	The American Pageant	2006	Yes	0.00%
10th-12th	AP World History	Bedford	Ways of the World	2016	Yes	0.00%
10th-12th	Psychology	McGraw Hill	Psychology	2020	Yes	0.00%
10th-12th	Sociology	McGraw Hill	Sociology	2020	Yes	0.00%
10th-12th	AP Biology	Pearson Prentice Hall	Campbell Biology	2014	Yes	0.00%
10th-12th	AP Chemistry	Prentice Hall	Chemistry: The Central Science	2014	Yes	0.00%
10th-12th	AP Environmental Science	Bedford, Freeman & Worth	Environmental Science	2014	Yes	0.00%
10th-12th	AP Physics	Pearson	College Physics	2014	Yes	0.00%
10th-12th	Biology	Pearson/Prentice Hall	California Biology	2007	Yes	0.00%
10th-12th	Chemistry	Glencoe/McGraw-Hill	Chemistry: Matter & Change	2007	Yes	0.00%
10th-12th	Geology	Holt, Rinehart & Winston	Earth Science	2007	Yes	0.00%
10th-12th	Marine Biology	Amsco Publications	Marine Biology and Oceanography 2nd Ed	2007	Yes	0.00%
12th	Organic Chemistry	John Wiley & Sons	Organic Chemistry	2018	Yes	0.00%
10th-12th	Physics	Holt, Rinehart & Winston	Physics	2007	Yes	0.00%
10th-12th	Physiology	Benjamin Cummings/ Pearson Ed.	Human Anatomy & Physiology	2007	Yes	0.00%
10th-12th	Forensic Science	Pearson/Prentice Hall	Forensic Science	2008	Yes	0.00%
10th-12th	AP French	Pearson	Allons Au-dela	2014	Yes	0.00%
10th-12th	AP Spanish Language	Vista Higher Learning	Temas	2014	Yes	0.00%
10th-12th	AP Spanish Lit.	Pearson	Reflexiones	2014	Yes	0.00%
10th-12th	French	Vista Higher Learning	Daccord Level 1-3	2015	Yes	0.00%
10th-12th	Spanish	McGraw-Hill	Asi Se Dice Level 1-3	2017	Yes	0.00%
10th-12th	Spanish	McGraw-Hill	El Español Para Nosotros Level 1-2	2017	Yes	0.00%



## Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	14	18	15	33	38	41	48	50	50
Mathematics (Grades 3-8 and 11)	0	2	2	19	23	26	37	38	2
Science (Grades 5, 8, and 10)	--	--	3	--	--	18	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	145	137	94.48	5.52	15.33	137	94.48	5.52	2.19
Male	95	90	94.74	5.26	12.22	90	94.74	5.26	2.22
Female	50	47	94.00	6.00	21.28	47	94.00	6.00	2.13
Hispanic or Latino	131	125	95.42	4.58	16.8	125	95.42	4.58	2.4
Socioeconomically Disadvantaged	129	123	95.35	4.65	15.45	123	95.35	4.65	2.44
English Learners	46	44	95.65	4.35	0	44	95.65	4.35	0
Students with Disabilities	17	16	94.12	5.88	0	16	94.12	5.88	0

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## College Entrance Info

### University of California

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu/>.

### California State University

Eligibility for admission to the CSU is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area.

Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## UC/CSU Course Completion

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2019-20)	89.16%
Graduates Who Completed All Courses Required for UC/CSU Admission (2018-19)	-

\* Duplicated Count (one student can be enrolled in several courses).

## Career Technical Education (CTE) Programs (School Year 2019-20)

Students are introduced to career technical education programs through a various career pathways. Students receive career guidance individually, in small groups, and in workshop format to address career pathways, career exploration opportunities, post-secondary training, and courses of study. Career education courses comply with state-adopted Career Technical Education Standards and Academic Content Standards and are integrated into all Career Technical Education Courses. These courses blend college preparatory academics with rigorous career technical education courses that are centered around an industry sector, pathway, and career theme. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation in Career

Technical Courses. A variety of different career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, industry certification or obtaining more advanced levels of education using industry standard equipment under the guidance of industry professionals.

Career Technical Education (CTE) programs are focused on the Information and Communication Technologies (ICT) sector. In the ICT sector pathway students will strive to understand, manage, and support the rapidly emerging, evolving, and converging computer, software, networking, telecommunications, Internet, programming, and information systems required in today's business environment. Courses will focus on the essential skills required for careers in the ICT sector which include understanding systems that support the management and flow of data, the ability to work well and communicate clearly with people, and the ability to manage projects efficiently. Our ICT sector pathway/classes are designed to meet national criteria for high demand, high wages, and high skills jobs.

The following courses are available to students at the school:

### On-campus Courses

Courses are based on the Microsoft Imagine Academy curriculum and include three possible pathways of study, Productivity, Computer Science, and IT Infrastructure.

#### Productivity

- \* Digital Literacy
- \* Windows
- \* O365
- \* Word
- \* PowerPoint
- \* Excel

#### Computer Science

- \* Programming Basics
- \* Programming Concepts
- \* Application Development

#### IT Infrastructure

- \* Managing Infrastructure for Cloud
- \* Clients
- \* Devices
- \* Databases
- \* O365

### Industry Certifications

Once students complete the Information and Communication Technologies (ICT) pathway they will have the opportunity to obtain industry recognized certification in three possible areas, Office Specialist, Technology Associate, or Certified Professional.

### Courses available on other FUSD Campuses

- \* Acute Care Nurse Assistant
- \* Advanced Law Enforcement
- \* American Sign Language 1 (A-G approved)
- \* Auto Collision Repair
- \* Automotive Engine Performance
- \* Bakery Occupations
- \* Catering
- \* Child Care Occupations
- \* Computer Business Applications
- \* Fashion Design
- \* Fire Technology
- \* Fundamentals of Law Enforcement
- \* Health Information Technician
- \* Introduction to Health Careers
- \* Landscape Occupations
- \* Medical Assisting – Draft
- \* Medical Core 1
- \* Medical Terminology
- \* Nurse Assistant Certified (CNA)

- \* Personal Fitness Trainer
- \* Professional Dance
- \* Radio Broadcasting Occupations
- \* Recording Engineering
- \* Sports Medicine 1
- \* Stagecraft Construction
- \* Stagecraft Design
- \* Veterinary Assistant
- \* Website Design
- \* Welding Certification
- \* Welding Technology

For more information, contact Tracey Vackar, Executive Director of College, Careers and Economic Development, at (909) 357-7600 ext 29180, or visit the state's career technical website at <http://>. This table displays information about participation in the school's Career Technical Education (CTE) programs.

### Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participated in CTE programs?	64
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

## Engagement

### State Priority: Parental Involvement

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

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

### Parent Involvement (School Year 2020-21)

Parents are encouraged to get involved in Eric Birch High School's learning community. Events/Programs such as Back-to-School Night, FAFSA Workshops, Parents English as a Second Language (ESL) classes for parents are designed and offered to create and further our partnership with our parents and our community. All of these programs are designed provide opportunities for parents to interact with school staff while supporting their child's academic program. Eric Birch High School maintains an open door policy to parents who want to visit or volunteer in the classroom. The School Site Council and English Learner Advisory Committee provide opportunities for parents to have input on curricular programs and school budgets.

School-to-home communication takes place in a variety of formats and is provided in English and Spanish. Teachers contact parents directly to communicate important positive as well as negative feedback on their student's progress. The school's website features detailed information about the school, staff, activities, and programs. A marquee located in front of the school highlights upcoming events and reminders. Progress reports are issued every five weeks and report cards are sent home every nine weeks. Blackboard Connect is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

### Dropout & Graduation Rates

Proactive measures and intervention strategies used to promote attendance and reduce dropout rates include parent conferences, credit recovery programs, and concurrent enrollment in either adult school or the local community college.

Students are encouraged to remain on campus for after school tutoring and time to work on CBI courses. Students experiencing a deficiency in course credits may participate in Eric Birch High School's CBI (Computer-based Instruction) credit recovery program. CBI courses are offered through CyberHigh where students can work at their own pace and recover credits at potentially quicker rates.

Teachers have an additional prep period during the day for intervention. Students may go see their teachers for one-on-one help, extra time on assignments, and to re-take tests for a higher grade.

The school's community aide and teachers contact parents at home when students are absent, and the community aide visits students' homes for severe truancy cases. If poor attendance habits continue, students are referred to the School Attendance Review Board (SARB). attendance habits continue, students are referred to the School Attendance Review Board (SARB).

The chart displays dropout and graduation rates for the most recent three-year period. Data from the 2019-20 school year was unavailable at the time of publication. Note: The National Center for Education Statistics graduation rate is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	16-17	17-18	18-19	16-17	17-18	18-19
School	21.6%	28.9%	28.3%	71.9%	60.9%	68.5%
District	6.0%	6.6%	4.8%	90.6%	90.0%	91.5%
State	9.1%	9.6%	9.0%	82.7%	83.0%	84.5%

## State Priority: School Climate

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

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



## Discipline & Climate for Learning

Students at Eric Birch High School are guided by district policies, school rules and behavior expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff take a proactive, guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. Classroom teachers and the principal are very aware of the dynamics of each classroom through observation of student behavior and take measurable efforts to prevent disruptions before they arise or escalate.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the principal for further intervention. When administering consequences, the principal takes into consideration the referred student's past behavioral trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

At the beginning of the school year, students are informed of school rules and behavior expectations in the student handbook which outlines district policies, school rules, dress code, and safety guidelines. Each student is required to review their student handbook and then return the signed acknowledgement page to confirm receipt and review. During the first week of school in each student's third period (advisory time block) class, teachers revisit school rules and behavior expectations. All teachers post school rules in their classrooms. Students are reminded of their academic and behavior responsibilities as needed on an individual basis or in classroom discussions.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Teacher Awards for students with outstanding performance and/or behavior are presented each quarter. Through funds raised by the ASB and local community donations, Eric Birch High School presents \$3,000 in scholarship funds annually for qualifying seniors in recognition of their excellent efforts.

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	13.70	15.40	10.50	0.52	1.30	0.00
District	3.88	3.20	2.00	0.04	0.10	0.03
State	3.51	3.50	2.50	0.08	0.10	0.05

## Safe School Plan (School Year 2020-21)

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in August 2020. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

## Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	18	19	20	1-20 Students			21-32 Students			33+ Students		
	18	19	20	18	19	20	18	19	20	18	19	20
By Subject Area												
English	13	16	15	31	27	28	4	1	3	-	-	-
Mathematics	12	18	15	15	10	9	-	-	1	-	-	-
Science	12	17	14	17	5	10	-	3	-	-	-	-
Social Science	15	19	19	19	14	11	4	2	6	-	-	-

## Counseling & Support Staff (School Year 2019-20)

Eric Birch High School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services.

Teachers, counselors, and administrators meet as needed as a SIT team to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SIT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

The district's Special Education Local Plan Area (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Eric Birch High's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

The charts display support staff available to students at the school in the reporting year. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselor to Student Ratio	
2019-20	
Average Number of Students per Academic Counselor	
Academic Counselor(s)	124

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2	2.0
Nurse	1	0.2
Psychologist	1	0.2
Speech/Language/Hearing Specialist	1	0.3

## Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance & Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Beginning with the 2018-2019 school year, three days are dedicated annually to district-wide staff development. Prior to the 2018-2019 school year, the district dedicated two days annually. All school sites have early student-release days on Wednesdays; half of this time is devoted to professional development for school site staff, resulting in nineteen partial days for professional learning. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

The table displays the number of days that were professional development opportunities available to staff. Additionally, multiple partial day opportunities are available for staff. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and development needs.

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

## Additional Internet Access/Public Libraries

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

## Advanced Placement Classes (School Year 2019-20)

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3,4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. The school does not offer Advanced Placement classes. Students may participate in advanced placement courses when they return to their comprehensive high school.

## District Revenue Sources (Fiscal Year 2019-20)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Learning & Safe Neighborhood Partnerships
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs

## District Expenditures (Fiscal Year 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$11,997
From Supplemental/Restricted Sources	\$1,985
From Basic/Unrestricted Sources	\$10,012
District	
From Basic/Unrestricted Sources	\$6,286
Percentage of Variation between School & District	59.3%
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	29.2%

## Teacher & Administrative Salaries (Fiscal Year 2018-19)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2018-19		
	District	State
Beginning Teachers	\$48,932	\$50,029
Mid-Range Teachers	\$78,912	\$77,680
Highest Teachers	\$105,055	\$102,143
Elementary School Principals	\$121,535	\$128,526
Middle School Principals	\$121,535	\$133,574
High School Principals	\$133,944	\$147,006
Superintendent	\$250,000	\$284,736
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	33.0%
Administrative Salaries	4.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2018-19)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$92,101
District	\$88,170
Percentage of Variation	4.4%
School & State	
All Unified School Districts	\$83,052
Percentage of Variation	10.9%