



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

2020-2021 School Accountability Report Card

Board of Education

Dr. Jennifer Quezada,
President

Joe Armendarez, Vice
President

Mary Sandoval, Member

Adam Perez, Member

Marcelino “Mars” Serna,
Member

Miranda Ordóñez,
Student Board Member

District Administration

Randal S. Bassett
Superintendent
randal.bassett@fusd.net

Ryan DiGiulio
Associate Superintendent,
Business Services

Monica Makiewicz
Associate Superintendent,
Teaching & Learning

Joseph Bremgartner
Associate Superintendent,
Human Resources

Craig Baker
Sr. Executive Director,
Student Services

Lee James Powell, Jr.
Chief of School
Police Services

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/guardians and community members should contact the school principal or the district office.

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 Profile

Eric Birch High School enrolls approximately 300 students in grades 11-12. Our school provides a family-oriented environment that connects and engages students through individualized student support, targeted interventions, and credit recovery. 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 is organized into four quarters for credit recovery and two semesters for original credit, which facilitates an accelerated program to help students recover course credit deficiencies so they may graduate on time. In addition, students can recover additional credits by taking advantage of our computer based instruction program and taking classes after school at the comprehensive high schools.

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.

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

School Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	29.4
Male	70.6
Non-Binary	
Black or African American	8.9
American Indian or Alaska Native	
Asian	0.6
Filipino	0.6
Hispanic or Latino	86.7
Native Hawaiian or Pacific Islander	0.6
White	2.2
Two or More Races	0.6
Socioeconomically Disadvantaged	92.2
EL Students	24.4
Students with Disabilities	17.8
Foster Youth	1.7
Homeless	2.2
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
9th	0
10th	0
11th	62
12th	118
Total	180

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.

Teacher Assignment

The tables display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered ineffective under ESSA), credentialed teachers who are assigned out-of-field (considered out-of-field under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.2	65.9	1251.4	72.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.8	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.9	37.5	2.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	14.5	19.7	1.1	12115.8	4.4
Unknown	3.5	18.8	407.0	23.7	18854.3	6.9
Total Teaching Positions	18.6	100.0	1719.7	100.0	274759.1	100.0

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0.0
Misassignments	0.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.1

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.7
Total Out-of-Field Teachers	2.7

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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, we have a CTE Business center and a Robotics Stem lab on site.

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 December 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:	3/23/2021	
Data Collected:	January 2022	
Overall Summary of School Facility Conditions:	Good	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	OFC: 4. CEILING TILES HAVE HOLES. ADMIN BLDG., RM 2, RM 10, RM 15: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	ADMIN BLDG.: 11. PAINT IS CHIPPING ON DOOR.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Instructional Materials (School Year 2020-21)

Quality, Currency, & Availability

The table displays information collected in December 2021 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 2021

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	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%
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	Biology	Pearson/Prentice Hall	California Biology	2007	Yes	0.00%
9th-12th	Chemistry	W.H. Freeman	Living by Chemistry	2019	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	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	EI Español Para Nosotros Level 1-2	2017	Yes	0.00%

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 22, 2021, 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 according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. 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.

History/Social Studies and 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 Science adoption for grades six through twelve was completed in spring of 2019. The History-Social Science adoption for grades Transitional Kindergarten through five was completed in spring of 2020. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

English Language Arts Curricula

The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. Grades 6-8 adopted new materials in 2016. Grades 9-12 adopted materials in 2017.

Mathematics Curricula

The district currently uses materials that have been approved by the state as aligned to the state standards. Grades 6-8 adopted materials 2014 and grades 9-12 adopted materials in 2015.

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 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).

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, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

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. 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, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The local assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

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.

Note: 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.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	NT	NT	70.74	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	NT	NT	0.00	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	2.94	NT	28.72

Assessment Results by Student Group					
Student Group	English Language Arts				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	137	131	96%	4%	6%
Male	83	78	94%	6%	5%
Female	54	53	98%	2%	8%
American Indian or Alaska Native	0	0	0%	0%	--
Asian	0	0	0%	0%	--
Native Hawaiian or Pacific Islander	1	1	100%	0%	--
Filipino	1	1	100%	0%	--
Hispanic or Latino	122	119	98%	2%	5%
Black or African American	10	7	70%	30%	--
White	1	1	100%	0%	--
Two or More Races	2	2	100%	0%	--
EL Students	27	27	100%	0%	0%
Foster Youth	2	2	100%	0%	--
Homeless	--	4	4	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	111	95%	5%	6%
Migrant Education			0%	0%	
Students with Disabilities	1	1	100%	0%	--

Assessment Results by Student Group					
Student Group	Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	137	132	96%	4%	26%
Male	83	79	95%	5%	28%
Female	54	53	98%	2%	23%
American Indian or Alaska Native	0	0	0%	0%	--
Asian	0	0	0%	0%	--
Native Hawaiian or Pacific Islander	1	1	100%	0%	--
Filipino	1	1	100%	0%	--
Hispanic or Latino	122	120	98%	2%	24%
Black or African American	10	7	70%	30%	--
White	1	1	100%	0%	--
Two or More Races	2	2	100%	0%	--
EL Students	28	28	100%	0%	4%
Foster Youth	2	2	100%	0%	--
Homeless	--	4	4	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	112	95%	5%	29%
Migrant Education			0%	0%	
Students with Disabilities	1	1	100%	0%	0%

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	
Students Enrolled in Courses Required for UC/CSU Admission (2020-21)	85.00%
Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20)	0.00%

Career Technical Education (CTE) Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2020-21 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	40
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	15.00%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.00%

Career Technical Education (CTE) Programs

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 on career technical programs, ROP, partnership academies, and work experience, contact Hillary Wolfe, Director of Career Technical Education, at (909) 357-7600 extension 29180, or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

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 2021-22)

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.
- Attendance

Dropout & Graduation Rates

The chart displays dropout and graduation rates for the most recent three-year period. Note: The National Center for Education Statistics graduation rate is provided in the table.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	18-19	19-20	20-21	18-19	19-20	20-21
School	28.3	29.5	20.1	68.5	64.7	64.7
District	4.8	3.8	5.0	91.5	92.9	89.8
State	9.0	8.9	9.4	84.5	84.2	83.6

Graduation Rates by Student Group			
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	139	90	64.7
Female	37	27	73.0
Male	102	63	61.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	12	8	66.7
Filipino	--	--	--
Hispanic or Latino	119	78	65.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
EL Students	32	19	59.4
Foster Youth	--	--	--
Homeless	14	8	57.1
Socioeconomically Disadvantaged	135	86	63.7
Migrant Education	0.0	0.0	0.0
Students with Disabilities	18	11	61.1

Dropout Intervention

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 on all courses including APEX 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 APEX 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).

Chronic Absenteeism

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	320	297	100	33.7
Female	105	101	29	28.7
Male	215	196	71	36.2
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	28	28	11	39.3
Filipino	3	3	0	0.0
Hispanic or Latino	274	255	82	32.2
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	2	2	0	0.0
White	10	6	5	83.3
EL Students	69	64	20	31.3
Foster Youth	5	4	3	75.0
Homeless	8	8	4	50.0
Socioeconomically Disadvantaged	275	257	85	33.1
Migrant Education	0	0	0	0.0
Students with Disabilities	39	37	9	24.3

State Priority: School Climate

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

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

Safe School Plan

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 2021. 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

Suspensions & Expulsions

The tables display 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 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	15.42	10.49	0.00	1.29	0.00	0.00
District	3.19	2.01	0.06	0.06	0.03	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

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.

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

Professional Development Days

The chart displays the number of annual professional development days offered for the most recent three-year period.

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	3	3	3

Professional 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.

The district recently focused on knowledge of the Visible Learning Research to assist us in meeting our goal to ensure high quality first instruction for all of our students. Professional development for Teacher Clarity included a trainer of trainer's model, utilizing each school sites Instructional Leadership Team (ILT). The ILT participated in two days of training between September and November. The expectation after each day of training, was for them to go back and provide training to the teachers at their site.

All staff completes 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 and 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. 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 - ten 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.

Class Size

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

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

Counseling & Support Staff

It is the goal of school staff to assist students in their social and personal development as well as academics. The District provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The tables display the Support Service Staff available to students. 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.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	90

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.8
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

Advanced Placement Classes

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 any advanced placement classes.

District Revenue Sources (Fiscal Year 2020-21)

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

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. 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>.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$13,044
School: From Supplemental/Restricted Sources	\$2,648
School: From Basic/Unrestricted Sources	\$10,396
District: From Basic/Unrestricted Sources	\$1,573
Percentage of Variation between School & District	560.90%
State: From Basic/Unrestricted Sources	\$8,444
Percentage of Variation between School & State	23.12%

Teacher & Administrative Salaries

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 districts 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 web site, www.cde.ca.gov.

2019-20 Average Salary Information		
	District	State
Beginning Teachers	\$50,645	\$50,897
Mid-Range Teachers	\$85,346	\$78,461
Highest Teachers	\$109,766	\$104,322
Elementary School Principals	\$124,573	\$131,863
Middle School Principals	\$124,573	\$137,086
High School Principals	\$137,291	\$151,143
Superintendent	\$250,000	\$297,037
Teacher Salaries	31%	32%
Administrative Salaries	5%	5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

2019-20 Average Teacher Salary	
School	\$94,748
District	\$89,550
Percentage of Variation between School & District	5.80%
All Similar School Districts	\$84,665
Percentage of Variation between School & State	11.91%