

Fontana Unified School District

“The mission of the Fontana Unified School District is to graduate all students prepared to succeed in a changing world.”

www.fusd.net

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Eric Birch High School

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

Serving Grades Ten through Twelve

Ofelia Hinojosa, Principal



2010-2011 School Accountability Report Card

District Goals

LEARNING FOR ALL STUDENTS

Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS

Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE

Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS

Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

Principal's Message

Our top two priorities at Eric Birch High School are safety and academic achievement. With this focus, we plan our curriculum, instruction, assessments, and staff development to better meet the needs of all our students. We hold both staff and students accountable for their work, as we provide curriculum and instruction that meet or exceed state standards. As our assessment data and standards drive our curriculum, teachers use this information to differentiate instruction in order for our students to reach proficiency. I share with students, “Your work is your signature, so sign it with excellence.”



Vision Statement

“Encouraging all students to meet their full academic potential.”

Mission Statement

Our mission is to provide a variety of programs that meet the diverse needs of our students in a safe, supportive environment and empower them to meet the challenges of a changing, multicultural society.

School Profile

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. In the 2010-11 school year, Eric Birch High School served 383 students in grades 10-12. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American/Black	7.6%
American Indian	0.3%
Asian	0.3%
Hispanic or Latino	83.6%
Pacific Islander	1.3%
White	7.0%

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 during seventh and eighth periods to participate in the adult educational sponsored Rapid Credit Recovery (RCR) computer-based program to quickly fulfill graduate course requirements. Students experiencing a deficiency in course credits may participate in Eric Birch High School's CBI (Computer-based Instruction) credit recovery program. The course is offered through the Internet and allows students to earn course credits after school to accelerate progress in completing required courses for graduation.

The school also has the GAP program, which is a mandatory tutoring program after school. Students who are not passing their classes must stay after school for two hours to get the assistance they need to pass their classes.

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).

Data from the 2010-11 school year was unavailable at the time of publication.

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	12.40%	14.40%	18.30%
Graduation Rate	79.20%	80.00%	83.79%

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 the 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 fourth 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.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	59	69	77	7197	5316	4655
Suspension Rate	13.4%	16.9%	20.1%	17.5%	13.0%	11.4%
Expulsions	11	6	4	144	138	52
Expulsion Rate	2.5%	1.5%	1.0%	0.4%	0.3%	0.1%

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Eric Birch High School's Culinary Regional Occupational Program and the Associated Student Body supply incentive awards for students meeting academic, attendance, and citizenship criteria. 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.

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. The school supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Fontana Unified School 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. In the 2008-09 school year, the district offered three staff development days. In the 2009-10 and 2010-11 school years, the district offered two staff development days.

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

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Eric Birch High School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	19	19	20	1572
Without Full Credentials	1	1	1	30
Working Outside Subject	0	0	0	11

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies					
	09-10			10-11	11-12
	Misassignments of Teachers of English Learners	0	0	0	0
Misassignments of Teachers (other)	0	0	0	0	0
Total Misassignments of Teachers	0	0	0	0	0
Vacant Teacher Positions	0	0	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.1%	1.9%
High-Poverty Schools in District	98.1%	1.9%
Low-Poverty Schools in District	N/A	N/A

Counseling & Support Staff

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.

An active Student Intervention Team (SIT) meets frequently 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.

In the 2010-11 school year, the academic counselor-to-pupil ratio was 1:255. The chart displays support staff available to students at the school in the reporting year.

Counseling & Support Services Staff		
2010-11		
	Number of Staff	Full Time Equivalent
Counselor	2	1.5
Health Assistant	1	1.0
Nurse	1	0.2
Psychologist	1	0.2

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.

Class Size Distribution

The Class Size Distribution table shows the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11			
By Subject												
English	21	*	25	23	*	7	12	*	17	-	*	-
Math	19	*	19	17	*	21	2	*	4	-	*	-
Science	25	*	25	3	*	1	7	*	8	-	*	-
Social Science	19	*	26	17	*	-	5	*	15	-	*	-

*2009-10 data unavailable

Data Sources

Data within the SARC was provided by Fontana Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2011 Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	B	B	B
Similar Schools	B	B	B
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-50	2	7
Hispanic or Latino			
Actual API Change	-	-	7
Socioeconomically Disadvantaged			
Actual API Change	-	-	26
English Learners			
Actual API Change	-	-	19

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	154	555	29,375	746	4,683,676	778
Hispanic or Latino	130	547	24,844	740	2,406,749	729
White	11	612	1,636	787	1,258,831	845
Socioeconomically Disadvantaged	124	551	25,432	741	2,731,843	726
English Learners	72	547	15,776	721	1,521,844	707

Alternative School Accountability Model

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Eric Birch High School has adopted ASAM which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Eric Birch High School has adopted ASAM which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on Cardmultiple indicators of progress including academic performance as well as other aspects of growth.

Eric Birch High's performance indicators used to evaluate progress are:

1. Student Behavior: the percentage of long-term students who were recommended for suspension or expulsion.
2. Attendance: the percentage of attendance by long-term students.
3. Credit completion: the average number of credits earned by long-term students.

Note: Long-term enrollment is 1) 100 or more students OR 2) students in a grade range represent 25 percent or more of the total long-term enrollment AND are not fewer than 11 students.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school and district performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	27
% of Schools Identified for PI	-	60.00%

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the state Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	5	7	7	38	42	44	50	52	54
Mathematics	4	8	9	35	39	40	46	48	50
Science	*	2	14	33	39	46	50	53	56
History/Social Science	5	5	7	25	31	35	41	44	48

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	44	40	46	35
School	7	9	14	7
Hispanic or Latino	7	11	18	6
White	17	*	*	17
Males	11	12	25	9
Females	1	5	*	4
Socioeconomically Disadvantaged	7	11	16	7
English Learners	2	3	*	2

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Modified Assessment (CMA)

California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	79.0%	82.0%	*
Socioeconomically Disadvantaged	77.0%	81.0%	*
African American/Black	94.0%	85.0%	*
Hispanic or Latino	77.0%	80.0%	*
Pacific Islander	50.0%	81.0%	*
White	71.0%	88.0%	*
English Learners	70.0%	58.0%	*
Students with Disabilities	100.0%	63.0%	*

** Data was not available at the time of publication.*

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	9.0	38.0	52.0	10.0	41.0	54.0	18.0	48.0	59.0
Mathematics	18.0	39.0	53.0	26.0	41.0	54.0	29.0	44.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	52.0	27.0	21.0	56.0	33.0	11.0
All Students School	82.0	11.0	7.0	71.0	21.0	7.0
Male	73.0	13.0	13.0	53.0	33.0	13.0
Female	92.0	8.0	-	53.0	33.0	13.0
Hispanic or Latino	86.0	5.0	10.0	71.0	19.0	10.0
Socioeconomically Disadvantaged	84.0	8.0	8.0	72.0	20.0	8.0

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (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

Eric Birch High School offers only those courses required to obtain a diploma from Fontana Unified School District. Students may concurrently enroll in the local community college to obtain coursework to fulfill university and state college entrance requirements.

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

Advanced Placement Classes

Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. In the 2010-11 school year, Eric Birch High School did not offer advanced placement courses. Students may participate in advanced placement courses when they return to their comprehensive high school.

Career Technical Education Participation

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 participate in CTE?	251
What percent of the school's pupils who completed a sequence of CTE courses also earned a high school diploma?	78.5
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Career Technical Education (CTE) Programs

Students receive guidance frequently from school personnel regarding career paths and courses of study. Students are introduced to career technical education programs, career pathways, regional occupational programs, and work experience programs. Career education courses comply with state-adopted Career Technical Education Standards and academic standards and are integrated into elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

The following courses are offered to students at the school:

Career Pathways - Industry Sectors

- Hospitality, Tourism, and Recreation

On-campus CTE Courses

- Culinary Arts 1A

On-campus ROP Courses

- Automotive Maintenance
- Automotive Service
- Automotive Technician
- Computer Game Design
- Customer Service
- Foundations of Information Technology
- Restaurant Occupations

ROP Courses available on other FUSD Campuses:

- Acute Care Nurse Assistant
- Advanced Law Enforcement
- Auto Collision Repair
- Automotive Engine Performance
- Automotive Systems
- Bakery Occupations
- Career Marketing Ed
- Catering
- Child Care Occupations
- Digital Recording Studio
- Fire Technology
- Fundamentals of Law Enforcement
- Introduction To Health Careers
- Landscape Maintenance and Design
- Medical Assistant Adm
- Medical Terminology
- Nurse Assistant Certified
- Professional Dance
- Sports Therapy and Fitness
- 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 Tracie Zerpoli, Director of Career Technical Education at 909-357-5000 ext 7395 or zerptl@fUSD.net or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Technology Resources

Eric Birch High School has a total of 186 computers. All classrooms have Internet access. Most classrooms are equipped with one to three computer workstations; classroom computers are typically used for research, Read 180 intervention, essay writing, the CBI program, and the Rapid Credit Recovery program.

The school's computer lab features 26 computers which are used for whole class instruction, Internet research, and accessing essay writing software. One wireless mobile computer lab is equipped with 22 laptops and used for whole class instruction and special projects. Each teacher determines the methods to integrate technology into language arts, reading, math, social science and science curricula. Each classroom is equipped with a teacher's laptop, SMARTBoard™, printer, and LCD projector to use as supplemental tools to provide more engaging lessons.

Availability of Additional Internet Access at Public Locations

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

Instructional Materials

Fontana Unified School District held a public hearing on October 5, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, 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, Health, and Visual and Performing Arts, for use in the classroom and to take home. 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.

The table displays information collected in November 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra I	Glencoe	2008	Yes	0.0%
9th-12th	Algebra I	Prentice Hall	2006	Yes	0.0%
9th-12th	Algebra II	Glencoe	2008	Yes	0.0%
9th-12th	English Language Development	Hampton Brown	1998	Yes	0.0%
9th-12th	English/ Language Arts	Prentice Hall- Timeless Voices, Timeless Themes	2003	Yes	0.0%
Pre K & K	Geometry	Glencoe	2008	Yes	0.0%
9th-12th	Science	Glencoe	2007	Yes	0.0%
9th-12th	Science	Holt	2007	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%

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 January 2011. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include:

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

School 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, ROP classes/shops, and a library/computer lab. 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 Birch High 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.

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.

Parent Involvement

Parents are encouraged to get involved in Eric Birch High School's learning community. Events such as Back-to-School Night, Open House, and Parent Student Awards Night provide opportunities for parents to interact with school staff while supporting their child's academic programs. 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 Facility Conditions				
Date of Last Inspection: 03/21/2011				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			6, 10, 15 - Stained ceiling tiles. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Patio, Electric north, 12 Storage 2 north - Trash and debris. Mens Restroom, Womens Restroom - Graffiti. Work orders submitted.
Electrical	X			Principal Office, Admin. Workroom, Library Office, 9 computer Lab - Lamps out. Work orders submitted.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 student-published 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 three weeks and report cards are sent home every six weeks.

TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. A student-published newspaper is distributed monthly and features articles on student activities, upcoming events, student government, academics, and school sports.

Contact Information

Parents seeking more information or who want to get involved may contact the principal at (909) 357-5310.

Salary & Budget Comparison

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 2009-10		
	District	State
Beginning Teachers	\$41,006	\$42,017
Mid-Range Teachers	\$69,104	\$67,294
Highest Teachers	\$87,206	\$86,776
Elementary School Principals	\$107,691	\$108,534
Middle School Principals	\$110,317	\$112,893
High School Principals	\$124,509	\$123,331
Superintendent	\$191,249	\$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.7%	39.4%
Administrative Salaries	4.4%	5.3%

School Site Teacher Salaries

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	\$70,614
District	\$69,120
Percentage of Variation	2.16%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	2.03%

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2009-10 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,315
From Restricted Sources	\$8,009
From Unrestricted Sources	\$307
District	
From Unrestricted Sources	\$5,322
Percentage of Variation between School & District	-94.24%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-94.38%

District Revenue Sources

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

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- 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
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement