

# ERIC BIRCH HIGH SCHOOL

• Accredited by the Western Association of Schools & Colleges •

District Office  
9680 Citrus Avenue  
Fontana, CA 92335  
(909) 357-5000

www.fusd.net



Grades 10-12  
Ofelia Hinojosa, Principal  
Moises Merlos, Assistant Principal  
7930 Locust Ave  
Fontana, CA 92334  
(909) 357-5310  
FAX (909) 357-5319

## 2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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*The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.*

### 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.

### Parent Involvement

Parents are encouraged to get involved in Eric Birch High's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. 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 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. A parent newsletter is issued two to three times a year and addresses upcoming school activities, attendance issues, and helpful tips on how parents can help their child at home to succeed in school. The school's student-published website features detailed

### 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.

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 periodically throughout the year and features articles on student activities, upcoming events, student government, academics, and school sports. Parents seeking more information or who want to get involved may contact the principal at (909) 357-5310.

## School Profile

During the 2007-08 school year, Eric Birch High School enrolled 523 students in tenth, eleventh, and twelfth grades on a traditional school year calendar, including 3.24% in special education, 28.8% qualifying for English learner support, and 37.3% qualifying for free or reduced price lunch. Dedicated administrators, teachers, and school staff are experienced in working in the alternative education environment. 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.

Percentage of Students by Ethnicity 2007-08 Enrollment: 523	
African-Amer.	9.4%
Amer. Indian or Alaskan Native	0.2%
Caucasian	5.9%
Asian	0.4%
Filipino	0.6%
Hispanic or Latino	82.4%
Pacific Islander	1.0%
Multiple or No Response	0.2%

Each student is provided a rigorous, challenging curriculum to meet state proficiency standards and experience success in the workforce. Eric Birch High'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.

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Eric Birch High. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

## California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

## Standardized State Assessments

Students at Eric Birch High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the

CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

## California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the state are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

## Physical Fitness

In the spring of each year, high schools are required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Birch High			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	2	8	5	28	30	34	42	43	46
Math	4	4	3	27	27	30	40	40	43
Science	0	2	4	18	23	31	35	38	46
History	2	5	3	17	17	19	33	33	36

*Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.*

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08							
	Preparatoria Birch						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	0			*	5		8
Math	0			*	3		0
Science	*				5		*
History	0			*	4		0

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08						
	Preparatoria Birch					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	5	5	0	5	*	
Math	2	3	2	4	*	
Science	7	3	4	5	*	
History	5	0	1			

test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Since Eric Birch High did not have a ninth grade enrollment, the test was not administered.

### California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 35% of Eric Birch High's tenth grade students who took the test passed the math portion of the exam and 37% passed the English/language arts portion of the exam. Proficiency scores

from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

### Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. Small schools like Eric Birch High, not participating in the Academic Performance Index, apply for participation in the state's Alternative School Accountability Model.

### 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 multiple 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.*

The ASAM table in this report illustrates Eric Birch High's performance indicators and performance rating for the 2007-08 school year. A "Commendable" or "Sufficient" rating indicates a school met or exceeded expectations. A "Growth Plan" rating indicates that school performance requires improvement that most schools should be able to make in a reasonable amount of time. For more information about ASAM, please visit the state's website at <http://www.cde.ca.gov/ta/ac/am/>.

### Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, 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. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 33.4% of high school students must be proficient in language arts and 32.2% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.
- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Birch High			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	*	35.6	51.1	23.1	33.6	48.6	11.4	42.3	52.9
Mathematics	*	31.4	46.8	7.7	38.0	49.9	17.1	40.5	51.3

Three levels of performance are set: *Advanced, Proficient, and Not Proficient*. A score of *proficient* is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2007-08						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	88.6	11.4	0.0	82.9	17.1	0.0
Male	92.3	7.7	0.0	69.2	30.8	0.0
Female	86.4	13.6	0.0	90.9	9.1	0.0
African American	*	*	*	*	*	*
Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	90.3	9.7	0.0	80.6	19.4	0.0
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
English Learners	89.5	10.5	0.0	84.2	15.8	0.0
Economically Disadvantaged	81.2	18.8	0.0	87.5	12.5	0.0
Migrant Educaion	*	*	*	*	*	*
Disabled Students	*	*	*	*	*	*

\*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

Alternative School Accountability Model (ASAM)		
Performance Indicators	07-08 Actual Performance Rate	Performance Standard Achieved

Data not available at the time of publishing.  
For more information, please visit <http://www.cde.ca.gov/ta/ac/am/>

**Adequate Yearly Progress (AYP)  
Results Reported by Indicator and  
Compared to District Performance  
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Birch High	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

The AYP table in this report (page 3) illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

**No Child Left Behind (NCLB)**

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Eric Birch High did not participate in the Title I program and is therefore not subject to comply with Title I participation requirements.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students attending

Title I Program Improvement (PI) Status		
	Birch High	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1 %

The statistical information in this table reflects the PI status during the 2008-09 school year.

PI schools may transfer to a non-PI school within their district. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

**School Facilities & Safety**

Eric Birch High provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1994; ongoing maintenance by site custodians and district trade specialists provide adequate space for students and staff.

Campus Description	
Year Built	1994
Acreage	6 ac
Square Footage	29, 518 sf
	<b>Qty.</b>
# of Permanent Classrooms	15
# of Portable Classrooms	3
# of Restrooms (student use)	2 sets
Counseling Center	1
Gymnasium/Multipurpose Center	1
Teacher Work Room	1
ROP Classes/Shops	1
Library/Computer Lab	1

**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, two security officers, the principal, and the assistant principal share supervision of students in the cafeteria and common gathering areas. When students are dismissed for the day, the two security officers, assistant principal, and the principal ensure students leave campus in a safe and orderly manner. The principal, security officers, and custodian carry hand-held radios for effective routine

and emergency communications. Eric Birch High 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.

**School Site Safety 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 September 2008. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: 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, and conflict resolution.

**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. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession 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

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
<b>Most Recent Inspection: January 22, 2008</b>				<b>Repair Needed and Action Taken or Planned</b>
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			No Deficiencies Noted
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
	<b>Overall Summary of School Facility Good Repair Status</b>			
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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. 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 the 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.

The district's maintenance department inspects facilities and operating systems at Eric Birch High School at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on January 22, 2008.

### Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Eric Birch High received \$10,076 in deferred maintenance funds for flooring improvements throughout the campus.

## Classroom Environment

### Discipline & Climate for Learning

Students at Eric Birch High are guided by district policies, school rules and behavioral 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's office. 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 behavioral 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 behavioral expectations. All teachers post school rules in their classrooms. Students are reminded of their academic and behavioral responsibilities as needed on an individual basis or in classroom discussions.

Suspensions & Expulsions			
	Birch High		
	05-06	06-07	07-08
Suspensions (#)	68	65	56
Suspensions (%)	16.79%	15.15%	10.71%
Expulsions (#)	7	6	12
Expulsions (%)	1.73%	1.40%	2.29%
FUSD High Schools			
	05-06	06-07	07-08
Suspensions (#)	1666	1148	1039
Suspensions (%)	21.30%	12.84%	10.90%
Expulsions (#)	109	110	48
Expulsions (%)	1.39%	1.23%	0.50%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Eric Birch High's Culinary Regional Occupational Program and the Associated Student Body supply incentive awards for students meeting academic, attendance, and citizenship criteria. On Thursdays, teachers select two students in their class that have demonstrated positive achievement in academics, citizenship, or attendance to receive a Baron Boon card that may be redeemed on Friday at the Culinary Class for a special snack. At the quarterly awards assemblies, the Associated Student Body presents \$25 gift cards to students who have earned straight A's on their report card or maintained perfect attendance for the quarter. Teacher awards for students with outstanding performance and/or behavior are presented each quarter at Open House or Back-to-School Night. Through funds raised by the ASB and local community donations, Eric Birch High presents \$3,000 in scholarship funds annually for qualifying seniors in recognition of their excellent efforts.

## Extracurricular Activities

Students maintaining positive classroom behavior and attendance are eligible to participate in intramural sports programs held during the regular school day. Students may participate in volleyball, basketball, and softball teams which compete with other continuation high schools. Good sportsmanship and teamwork are heavily emphasized.

## Class Size & Teaching Load

The following table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2005-06		
		1-20	21-32	33+
		Number of Classrooms		
English	22.2	15	11	
Math	21.1	10	5	
Science	29.2		5	1
Social Science	23.5	6	7	
2006-07				
English	21.9	17	12	
Math	22.9	10	10	
Science	25.2	1	9	
Social Science	23.2	3	13	
2007-08				
English	27.0	7	20	4
Math	24.7	6	16	1
Science	30.5		9	1
Social Science	28.2	2	11	4

## Dropouts

Eric Birch High School had 80 dropouts recorded for the 2006-07 school year. Proactive measures and intervention strategies are used to promote attendance and reduce dropout rates. The school's community aide and teachers contact parents at home when students are absent, and the community aide will visit the students' homes for severe truancy cases. If poor attendance habits continue, students are referred to the School Attendance Review Board (SARB).

In the following Dropout & Graduation Rates table, 2006-07 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2004-05 and 2005-06 school years, dropout rates were calculated using the one-year rate formula:  $\text{adjusted grades 9-12 dropouts} / (\text{grades 9-12 enrollment}) * 100$ . Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	Birch High		
	04-05	05-06	06-07
Dropout Rate (%)	20.1	29.9	20.0
Graduation Rate (%)	82.3	77.6	78.9
	FUSD		
	04-05	05-06	06-07
Dropout Rate (%)	3.1	3.8	6.2
Graduation Rate (%)	82.3	77.6	78.9
	California		
	04-05	05-06	06-07
Dropout Rate (%)	3.1	3.5	4.4
Graduation Rate (%)	85.0	83.0	97.3

2006-07 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2006-07**			
	Birch High	FUSD	California
	46.5%	73.2%	80.5%

Graduation Rate Formula:  
# of Graduates divided by CBEDS 12th Grade Enrollment

\*\*Most current information available.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Eric Birch High supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Eric Birch High held six and one half staff development buy-back days that featured:

- Progress Reports/Quarter Reports
- Student Attendance
- School Disaster Plan
- Online Assessment Reporting System (OARS)
- Curriculum
- CAHSEE Intervention
- Reading Strategies

Staff Development Days Three-Year Trend			
	2005-06	2006-07	2007-08
	3	3	6.5

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

District Adopted Textbooks (Grades 9-12)	
Publisher	Year Adopted
<b>Language Arts</b>	
Prentice Hall; <i>Timeless Voices, Timeless Themes</i>	2003
Hampton Brown; <i>Shining Star</i>	2004
<b>Math</b>	
Prentice Hall; <i>Algebra I</i>	2008
Prentice Hall; <i>Geometry: Tools for A Changing World</i>	2008
McDougal Littell; <i>Geometry: Applying, Reasoning, Measuring</i>	2008
McDougal Littell; <i>Algebra II</i>	2008
<b>Science</b>	
Glencoe; <i>Earth Science</i>	2007
Pearson/Prentice Hall; <i>California Biology</i>	2007
Glencoe; <i>Chemistry: Matter and Change</i>	2007
Holt; <i>Earth Science</i>	2007
Pearson/Benjamin-Cummins; <i>Human Anatomy &amp; Physiology</i>	2007
<b>Social Science</b>	
McDougal Littell; <i>World Geography</i>	2006
Teachers Curriculum Institute; <i>Geography Alive</i>	2006
McDougal Littell; <i>Modern World History</i>	2006
McDougal Littell; <i>The Americans</i>	2006
Prentice Hall; <i>Economics</i>	2006
Prentice Hall; <i>Magruder's American</i>	2006

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

### Library Resources

The school library/computer lab is used by classroom teachers as part of class lessons and projects. Students typically receive whole-class instruction on library usage techniques and accessing virtual library resources which are displayed on SMARTBoards™. Some language arts classes have access to a web-based essay writing software program that helps students correct their work to improve proofreading and report writing skills.

### Technology Resources

During the 2007-08 school year, Eric Birch High had a total of 119 computers; all classrooms had Internet access. Most classrooms are equipped with one to three computer workstations; classroom computers are typically used for research, Read 180 intervention, and essay writing. The school's computer lab features 27 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 the language arts, reading, math, social science and science curricula. Each classroom is equipped with a teacher's laptop, SMARTBoard™, and LCD projector to use as supplemental tools to provide more engaging lessons.

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment In and Completion of UC/CSU-Required Courses 2006-07*		%
Students Enrolled in Courses Required for UC/CSU Admission		**
Graduates Who Completed All Courses Required for UC/CSU Admission		**

\*Most current data available.

\*\* Data unavailable at time of publication.

## University of California Admission Requirements

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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

## California State University Admission Requirements

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

## Advanced Placement

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 2006-07, Eric Birch High did not offer advanced placement courses. Students may participate in advanced placement courses when returning to their comprehensive high school.

## Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Students are introduced to career technical education programs, regional occupational programs, and work experience programs. Career education courses comply with state-adopted Career Technical Education and academic standards and are integrated into the student's four-year academic plan as 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.

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. A variety of 34 different career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Vocational Education Programs 2007-08	
On-Campus ROP Courses (Include Career Academies)	
A+ Certification	Restaurant Occupations
Automotive Fundamentals	Website Design
Automotive Maintenance	
Careers in Marketing Education & Retail Sales	
Office Operations & Tech. Ph. II: Computer	
On-Campus Career Technical Education Courses	
Visual Communications, Graphics	

Career Technical Education (CTE) Program Participation 2006-07**	
Total Number of Students Participating in CTE Programs	4,970
Percentage of Students Completing CTE Program and Earning a High School Diploma	66.61%
CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	139*
<i>*Articulation agreements with:</i>	
<i>Chaffey Community College - 91 Courses</i>	
<i>San Bernardino Valley College - 25 Courses</i>	
<i>Victor Valley College - 23 Courses</i>	
<i>** Most current data available.</i>	

The Career Technical Education Program table in this report shows the total number of students participating in the high school's vocational education and regional occupational programs and their completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the high school's career center or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

	Teacher Credentials & Assignments							
	Birch High				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	15	19	21		1823	1885	1869	
Teachers with Full Credential	13	18	20		1723	1802	1764	
Teachers without Full Credential	2	1	1		100	83	105	
Teachers in Alternative Routes to Certification	0	0	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	2	1	2		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	7	6	3	1	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	7	6	3	1	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Birch High	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's counselor.

## Professional Staff

### Teacher Assignment

For the 2007-08 school year, Eric Birch High employed 20 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

### Counseling & Support Services Staff

Eric Birch High 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

	Teacher Education Levels 2007-08	
	Birch High	FUSD
	%	%
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	61.9	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	23.8	49.2
Bachelor's Degree	4.8	11.3
Less than a Bachelor's Degree	9.5	2.2

a collaborative approach, members of the SIT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

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

### Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	1	1.5
Psychologist	1	0.2
School Nurse	1	0.1
Health Assistant	1	1.0

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

### Salary Comparison 2006-07

	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5 %	39.9 %
Administrative Salaries	4.9 %	5.5 %

### Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

### Current Expense of Education per Pupil 2006-07

Expenditures Per Pupil	Dollars Spent per Student		% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
	Birch High	FUSD			
Total Restricted and Unrestricted	\$7,399	\$7,893	93.7%	N/A	N/A
Restricted (Supplemental)	\$7,386	\$2,383	309.9%	N/A	N/A
Unrestricted (Basic)	\$13	\$5,510	0.2%	\$5,300	0.2%
Average Teacher Salary	\$66,052	\$64,747	102.0%	\$65,008	101.6%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Eric Birch High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Eric Birch High School's SARC and access the Internet at any of the county's public libraries. The closest library to Eric Birch High School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library  
(909) 574-4500

Hours: Sunday 12-5  
Monday-Thursday 10-9  
Friday-Saturday 10-6

Number of computers available: 232  
Number of printers available: 4