

Fontana Unified School District

Eric Birch High (Continuation)

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Michael Bunten
michael.bunten@fusd.net

SCHOOL INFORMATION

36677103630019
7930 Locust Avenue
Fontana, CA 92336
(909) 357-5310
<http://www.fusd.net>

SUPERINTENDENT

Miki R. Inbody
miki.inbody@fusd.net

DISTRICT INFORMATION

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

BOARD OF EDUCATION

Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
Craig Baker
Associate Superintendent,
Student Services

SARC INFORMATION

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.

- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.

- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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



DISTRICT STATEMENTS

DISTRICT MISSION

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

DISTRICT VISION

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

CORE VALUES

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

CORNERSTONES OF SUCCESS

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

DISTRICT GOALS

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

SCHOOL STATEMENTS

Principal's Message:

Welcome to Eric Birch High School!

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

The staff is committed to excellence in teaching and learning by providing students a personalized learning pathway that supports each student to have academic success.

We also provide students with a safe physical and digital learning environment. Eric Birch High Schools provides all students with an individualized grad plan that outlines their pathway to graduate at either High School or transfer back to their home school

SCHOOL PROFILE

Eric Birch High School enrolls approximately 300 students in grades 11-12. Our school provides a family-oriented environment that connects and engages students through individualized student support, targeted interventions, and credit recovery. Teachers know the individual learning needs of their classes due to small class sizes. School staff understand and promote communication with parents at home regarding student progress. Each student is provided a rigorous, challenging curriculum to meet state proficiency standards and experience success in the workforce. Eric Birch High School is organized into four quarters for credit recovery and two semesters for original credit, which facilitates an accelerated program to help students recover course credit deficiencies so they may graduate on time. In addition, students can recover additional credits by taking advantage of our computer based instruction program and taking classes after school at the comprehensive high schools.

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

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	36.3
Male	63.3
Non-Binary	0.3
American Indian or Alaska Native	
Asian	
Black or African American	5.9
Filipino	0.7
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	
White	1.4
Two or More Races	0.3
EL Students	21.5
Foster Youth	0.7
Homeless	3.1
Military	
Socioeconomically Disadvantaged	87.5
Migrant Education	
Students with Disabilities	12.5

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
9th	0
10th	0
11th	110
12th	179
Total	289

CONDITIONS OF LEARNING

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

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

TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.20	65.86	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.91	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	14.47	19.70	1.15	12,115.80	4.41
Unknown	3.50	18.76	407.00	23.67	18,854.30	6.86
Total Teaching Positions	18.60	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.10	75.92	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	8.75	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	10.11	31.90	1.82	11,953.10	4.28
Unknown	1.00	5.18	87.80	5.02	15,831.90	5.67
Total Teaching Positions	19.80	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	1.70

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.70	2.00
Total Out-of-Field Teachers	2.70	2.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	9.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/23/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	ADMIN BLDG., RM 10, RM 15, RM 5, TEACHER BREAK RM, RM 2: 4. WATER STAIN CEILING TILES. RM 2: 4. CEILING TILE IS LOOSE.
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	RM 1: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Age and Condition of Facilities

Eric Birch High School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1994, the school sits on six acres and includes 15 permanent classrooms, three portable classrooms, a counseling center, a gym/multipurpose center, a teacher work room, and a library/computer lab. In addition to the aforementioned classrooms, we have a CTE Business center and a Robotics Stem lab on site.

Campus Supervision

Regular campus supervision is shared throughout the day by security officers, teachers, and administrators to ensure the campus remains safe while instruction is in progress. In the morning as students arrive on campus, teachers and two security officers are strategically stationed at designated areas to monitor student behavior. During lunch, teachers, one security officer, and the principal share supervision of students in the cafeteria and common gathering areas. When students are dismissed for the day, the security officer and the principal ensure students leave campus in a safe and orderly manner. The principal, security officer, office staff, counselor, and the custodian carry hand-held radios for effective routine and emergency communications.

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

Campus Maintenance

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

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

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

Improvements to Facilities

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

Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 11th-12th / Course: AP Literature / Publisher: WW. Norton & Co. / Series: Norton Introduction to Literature / Adoption: 2016	Yes (State)	0
	Grade: 12th / Course: English/Language Arts / Publisher: The California State University / Series: Expository Reading and Writing Course, 2nd Edition / Adoption: 2013	Yes (State)	0
	Grades: 11th-12th / Course: AP Language / Publisher: Bedford/St. Martin / Series: The Language of Composition / Adoption: 2016	Yes (State)	0
	Grades: 10th-12th / Course: English/Language Arts / Publisher: The College Board / Series: Springboard, English Language Arts for 9-12 / Adoption: 2017	Yes (State)	0
Mathematics	Grades: 10th-12th / Course: Advanced Algebra / Publisher: Cengage/National Geographic Learning / Series: Advanced Algebra with Financial Application / Adoption: 2015	Yes (State)	0
	Grades: 10th-12th / Course: Intro to College Math / Publisher: McGraw-Hill / Series: Beginning and Intermediate Algebra / Adoption: 2017	Yes (State)	0
	Grades: 10th-12th / Course: Integrated Math / Publisher: Houghton Mifflin Harcourt / Series: Integrated Math Level 1-3 / Adoption: 2015	Yes (State)	0
	Grades: 10th-12th / Course: Pre-Calculus / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: Trigonometry / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: AP Calculus / Publisher: Pearson / Series: Calculus: Graphical, Numerical, Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: AP Statistics / Publisher: W. H. Freeman / Series: The Practice of Statistics / Adoption: 2014	Yes (State)	0
History / Social Science	Grades: 11th-12th / Course: AP American Government / Publisher: McGraw Hill / Series: American Democracy Now / Adoption: 2016	Yes (State)	0
	Grades: 11th-12th / Course: AP Economics / Publisher: McGraw Hill / Series: Economics: Principles, Problems, and Policies / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: US History / Publisher: McGraw Hill / Series: Impact United States History & Geography: Continuity & Change / Adoption: 2019	Yes (State)	0
	Grades: 10th-12th / Course: World History / Publisher: McGraw Hill / Series: Impact World History, Culture & Geography: The Modern World / Adoption: 2019	Yes (State)	0
	Grades: 10th-12th / Course: Economics / Publisher: McGraw Hill / Series: Impact Principles of Economics / Adoption: 2019	Yes (State)	0
	Grades: 10th-12th / Course: American Government / Publisher: McGraw Hill / Series: Impact Principles of American Democracy / Adoption: 2019	Yes (State)	0
	Grades: 10th-12th / Course: AP European History / Publisher: Prentice Hall / Series: Western Heritage Since 1300 / Adoption: 2015	Yes (State)	0
	Grades: 11th-12th / Course: AP Psychology / Publisher: Bedford Freeman Worth / Series: Psychology in Modules AP / Adoption: 2016	Yes (State)	0
	Grades: 11th-12th / Course: AP US History / Publisher: Cengage / Series: The American Pageant / Adoption: 2006	Yes (State)	0
	Grades: 10th-12th / Course: AP World History / Publisher: Bedford, Freeman and Worth / Series: Ways of the World / Adoption: 2016	Yes (State)	0
	Grades: 10th-12th / Course: Psychology / Publisher: McGraw Hill / Series: Understanding Psychology / Adoption: 2020	Yes (State)	0
	Grades: 10th-12th / Course: Sociology / Publisher: McGraw Hill / Series: Sociology & You / Adoption: 2020	Yes (State)	0

Science	Grades: 10th-12th / Course: Biology / Publisher: Savvas / Series: Miller Levine Biology / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Chemistry / Publisher: Savvas / Series: Experience Chemistry / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Physics / Publisher: Savvas / Series: Experience Physics / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Chemistry / Publisher: Bedford, Freeman & Worth / Series: Living by Chemistry / Adoption: 2019	Yes (State)	0
	Grades: 10th-12th / Course: Geology / Publisher: Holt / Series: Earth Science / Adoption: 2007	Yes (State)	0
	Grades: 10th-12th / Course: Earth Science / Publisher: Biozone International / Series: Earth and Space Sciences for NGSS / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Marine Biology / Publisher: Perfection Learning / Series: Marine Biology and Oceanography / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Forensic Science / Publisher: Pearson / Series: Forensic Science: An Introduction / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Astronomy / Publisher: McGraw Hill / Series: Explorations / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: Anatomy & Physiology / Publisher: McGraw Hill / Series: Hole's Essentials of Human Anatomy and Physiology / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: AP Environmental Science / Publisher: McGraw Hill / Series: Environmental Science / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: AP Physics / Publisher: Pearson/Prentice Hall / Series: Physics / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: AP Biology / Publisher: Bedford, Freeman & Worth / Series: Biology for the AP Course / Adoption: 2022	Yes (State)	0
	Grades: 10th-12th / Course: AP Chemistry / Publisher: Pearson / Series: Chemistry: A Molecular Approach / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 10th-12th / Course: AP French / Publisher: Pearson / Series: Allons Au-dela / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: AP Spanish Language / Publisher: Vista Higher Learning / Series: Temas / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: AP Spanish Lit. / Publisher: Pearson / Series: Reflexiones de la literatura hispánica / Adoption: 2014	Yes (State)	0
	Grades: 10th-12th / Course: French / Publisher: Vista Higher Learning / Series: D'Accord Level 1-3 / Adoption: 2015	Yes (State)	0
	Grades: 10th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice! Level 1-3 / Adoption: 2017	Yes (State)	0
	Grades: 10th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: El Español Para Nosotros Level 1-2 / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

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

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	12	34	47
Mathematics (Grades 3-8 and 11)	2	18	33
Science (Grades 5, 8, and 10)	5	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	137	134	97.81	2.19	11.94
Male	87	86	98.85	1.15	10.47
Female	49	47	95.92	4.08	14.89
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	125	122	97.60	2.40	12.30
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	24	24	100.00	0.00	4.17
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	114	112	98.25	1.75	12.50
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	137	134	97.81	2.19	2.24
Male	87	86	98.85	1.15	2.33
Female	49	47	95.92	4.08	2.13
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	125	122	97.60	2.40	2.46
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	24	24	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	114	112	98.25	1.75	1.79
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	253	244	96.44	3.56	5.33
Male	150	146	97.33	2.67	6.85
Female	101	96	95.05	4.95	3.13
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	18	17	94.44	5.56	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	227	220	96.92	3.08	5.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	48	48	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	197	190	96.45	3.55	5.79
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of 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 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 website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	88.58
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	0

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	82
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	0
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS

Students are introduced to career technical education programs through a various career pathways. Students receive career guidance individually, in small groups, and in workshop format to address career pathways, career exploration opportunities, post-secondary training, and courses of study. Career education courses comply with state-adopted Career Technical Education Standards and Academic Content Standards and are integrated into all Career Technical Education Courses. These courses blend college preparatory academics with rigorous career technical education courses that are centered around an industry sector, pathway, and career theme. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation in Career Technical Courses. A variety of different career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, industry certification or obtaining more advanced levels of education using industry standard equipment under the guidance of industry professionals.

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

The following courses are available to students at the school:

On-campus Courses

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

Productivity

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

Computer Science

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

IT Infrastructure

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

Industry Certifications

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

Courses available on other FUSD Campuses

- * Acute Care Nurse Assistant
- * Advanced Law Enforcement
- * American Sign Language 1 (A-G approved)
- * Auto Collision Repair
- * Automotive Engine Performance
- * Bakery Occupations
- * Catering
- * Child Care Occupations
- * Computer Business Applications
- * Fashion Design
- * Fire Technology
- * Fundamentals of Law Enforcement
- * Health Information Technician
- * Introduction to Health Careers
- * Landscape Occupations
- * Medical Assisting – Draft
- * Medical Core 1
- * Medical Terminology
- * Nurse Assistant Certified (CNA)
- * Personal Fitness Trainer
- * Professional Dance
- * Radio Broadcasting Occupations
- * Recording Engineering
- * Sports Medicine 1
- * Stagecraft Construction
- * Stagecraft Design
- * Veterinary Assistant
- * Website Design
- * Welding Certification
- * Welding Technology

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

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	N/A	N/A	N/A	N/A	N/A

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	390	365	219	60
Female	146	137	84	61.3
Male	242	226	133	58.8
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	26	25	18	72
Filipino	2	2	1	50
Hispanic or Latino	348	329	192	58.4
Native Hawaiian or Pacific Islander	1	1	1	100
White	11	6	6	100
Two or More Races	2	2	1	50
EL Students	82	77	38	49.4
Foster Youth	4	2	1	50
Homeless	17	15	9	60
Military				
Socioeconomically Disadvantaged	333	313	184	58.8
Migrant Education	0	0	0	0
Students with Disabilities	47	42	22	52.4

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	29.5	20.1	10.7	64.7	64.7	87.9
District	3.8	5.0	5	92.9	89.8	92.1
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	149	131	87.9
Female	61	55	90.2
Male	87	75	86.2
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	11	9	81.8
Filipino	--	--	--
Hispanic or Latino	132	116	87.9
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
EL Students	36	33	91.7
Foster Youth	0	0	0
Homeless	13	11	84.6
Military			
Socioeconomically Disadvantaged	143	126	88.1
Migrant Education	0	0	0
Students with Disabilities	--	--	--

DROPOUT PREVENTION

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

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

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

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

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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

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

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

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

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	10.49	0	8.97	0	0	0.26
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	8.97	0.26
Female	4.11	0
Male	11.57	0.41
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.69	0
Filipino	0	0
Hispanic or Latino	9.48	0.29
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	10.98	0
Foster Youth	0	0
Homeless	5.88	0
Military		
Socioeconomically Disadvantaged	9.61	0.3
Migrant Education	0	0
Students with Disabilities	6.38	0

OTHER SARC INFORMATION

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

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

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

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

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	144.5

AVAILABLE COUNSELING AND SUPPORT STAFF

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

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.2

COUNSELING AND SUPPORT SERVICES

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

Teachers, counselors, and administrators meet as needed as a SIT team to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SIT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student. The district's Special Education Local Plan Area (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Eric Birch High's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category. *Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	15	14	13	28	14	36	3		3			
Mathematics	15	13	10	9	6	15	1		1			
Science	14	8	10	10	6	6			3			
Social Science	19	15	10	11	10	33	6		2			

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

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:

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

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 13,044
School: From Supplemental/Restricted Sources	\$ 2,648
School: From Basic/Unrestricted Sources	\$ 10,396
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	71.64 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	57.66 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the 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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

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.

2020-21 Average Teacher Salary	
School	\$ 94,748
District	\$ 89,523
Percentage of Variation between School & District	5.84 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	10.99 %

DISCIPLINE AND CLIMATE FOR LEARNING

Students at Eric Birch High School are guided by PBIS Schoolwide Expectations established by the Eric Birch High School staff members and promotes respect, responsibility, and safety. All school staff members 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.

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 administration office. Administrators take into consideration the referred student's past behavior trends and seriousness of infraction when determining consequences. Student discipline is always dealt with in a fair and consistent manner.

Upon enrollment, students are provided a student handbook which outlines district policies, school rules, and behavior expectations. Teachers, Counselors, security officers, and administrators review academic requirements and the school's code of conduct at the beginning of the school year and periodically throughout the school year. Students are further reminded of their individual responsibilities in maintaining respectful, responsible behavior through school wide bulletins during homeroom.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. At the end of each grading period, teachers select students to receive Student of the Term awards for their efforts in meeting academic goals and demonstrating responsible behavior. Eric Birch High School's Renaissance Awards are earned by students maintaining a high level of academic achievement. We have also implemented PBIS Rewards as a schoolwide incentive program that aligns to the schoolwide expectations.