

# Fontana Unified School District

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



# Fontana High School

9453 Citrus Avenue, Fontana, CA 92335 - (909) 357-5770  
Serving grades Nine through Twelve - CDS Code: 36-67710-3633302  
<http://www.fusd.net/fohi>

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## 2019-2020 School Accountability Report Card

### Board of Education

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### District Administration

Randal S. Bassett  
*Superintendent*

[randal.bassett@fusd.net](mailto:randal.bassett@fusd.net)

Ryan DiGiulio  
*Associate Superintendent,  
Business Services*

Monica Makiewicz  
*Associate Superintendent,  
Teaching & Learning*

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*Associate Superintendent,  
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Craig Baker  
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*Chief of School  
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### SARC Information

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

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



### DataQuest

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

### California School Dashboard

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

### District Vision

#### Our Mission

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

#### Our Shared Vision

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

#### Our Core Values

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



## ***Our Three Cornerstones of Success***

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

## ***Our Goals and Budget Priorities***

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

## **School Profile (School Year 2020-21)**

Fontana High School (Fohi) is located in the heart of downtown Fontana and is one of five comprehensive high schools in the Fontana Unified School District. The population of roughly 2,500 students are 94% Hispanic, 20.9% English Learners, 11% Students with disabilities and 94% socioeconomically disadvantaged. On the State's Dashboard, we are blue in our graduation rate 96.5% and College /Career Indicator with 55.8% are prepared. Our suspension rate is green with 2.6%. The academic performance is based on the Smarter Balanced Summative Assessment for ELA is green with 62% and math is yellow with 24.9%.

The curricular program of Fontana High School focuses on preparing all students to meet collage and career entrance requirements. This includes advanced placement and Honors classes being offered in English, Mathematics, Science, Social Studies, World Language and Fine Arts. Our Career Technical Education (CTE) courses including two of our strongest programs: CNA and Manufacturing where both of these offer hands-on opportunities for students that may lead to certification in their fields as medical assistant, OSHA certification and Welding certification. We offer several college courses on campus and students are encouraged to take additional courses at the college site. We are an AVID Demonstration and AVID Distinction school, we have been used as a showcase model for other schools to see how the program is implemented. We are also a PBIS 2019-2020 Gold Award recipient, a MCJROTC Naval Honor School and received State Honors in FAFSA Completion rate for large high schools. There are many clubs, sports, music programs, ASB, Link Crew, Peer Leading, Marine Corp ROTC, etc. for students to join. We received a six-year accreditation from the Western Association of Schools and Colleges in the spring of 2017.

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

## **School Mission Statement**

Fontana High School faculty, staff, and parents will provide every Steeler a safe and nurturing environment, a rigorous standards based curriculum, and quality instruction that will develop and reinforce the academic, social, emotional, and technical skills every Steeler needs to be competitive, productive, and engaged individuals who will contribute to an ever changing world.

## **School Vision**

Fontana Steelers will become competitive in college and careers, productive citizens in the community, and the future builders of tomorrow.

## **Principal's Message**

We are extremely proud of our school and our continued commitment to providing a safe and intellectually challenging environment that will empower students to become effective communicators, creative problem solvers and focused learners prepared to thrive in the twenty-first century. We take our vision seriously and we work together to move closer to this vision each and every day.

We are a school of the rich foundation that our past provides us. We are the oldest high school in the district, built in 1952, home of the Steelers! Our school spirit is second to none. We LIVE MAROON every day, all day, here at Fohi! Building on our past, we are focused on the future. We are continuously creating a school that offers every student the education that prepares them to take advantage of the opportunities in the future economy.

We recognize in order for our students to be successful in school, they need support from home, school and community. We look forwarding in working with all of our partners to provide the best educational experience for our students.

We encourage all students to try to challenge themselves through a rigorous schedule including taking new courses such as CTE, advanced placement and even college classes. Student have many opportunities to be connected to our school like joining a music, drama, clubs, ROTC, or sports program. They have the opportunity to make lasting friendships, explore new opportunities, accomplish great things in academics and activities and achieve their personal goals.

We believe that our teachers' investment in positive and supportive relationships with students make the difference in helping each student accomplish their goals and have a great experience here at Fohi.

Parent involvement and strong communication between school and home is a priority at our school. Parents can attend our monthly Coffee with the Principal meetings, School Site Council meetings and other meetings or volunteer opportunities.

We are here to support our students, please feel free to contact us if there is anything we can do to make your experience better or if have any questions. For more information, please visit our school website and follow us on Twitter and Instagram at fohi\_steelers.

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

## **School Attendance**

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

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group

classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading. Additionally, the daily schedule allocates designated "Student Support Time" where teachers are available to answer student and parent questions and students with identified needs can receive additional instruction and support.

## School Enrollment

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

**Enrollment Trend by Grade Level**

	2017-18	2018-19	2019-20
9th	647	699	688
10th	676	639	689
11th	579	578	549
12th	573	538	553
Total	2,475	2,454	2,479

**Enrollment by Student Group**

2019-20

	Percentage
Black or African American	2.4
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.3
Hispanic or Latino	94.6
Native Hawaiian or Pacific Islander	0.2
White	1.9
Two or More Races	0.2
EL Students	20.1
Socioeconomically Disadvantaged	81.3
Students with Disabilities	6.5
Foster Youth	0.4
Homeless	0.3

## Conditions of Learning State Priority: Basic

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

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

## School Facilities (School Year 2020-21)

### Age and Condition of Facilities

Fontana High School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1952, the school sits on 41.75 acres and includes a library, 97 permanent classrooms, 33 portable classrooms, 2 gymnasiums, a stadium, a swimming pool, 2 locker rooms, 4 department work rooms, a wellness garden, a teacher lounge/lunch room, a cafeteria with multipurpose room, and an auditorium.

Athletic venues, grass areas and quad areas with scattered canopies complement classroom and administration buildings. Yearly beautification projects in partnership with non-profit and community

organizations have resulted in campus improvements along with murals to beautify the campus and improve school culture. Most recent facilities improvements include installation of solar panel arrays, an industry leading obstacle course, a LED marquee, football scoreboard and a professional sound upgrade to the auditorium/theater.

### Campus Supervision

Fontana High School has taken measurable steps to ensure students, staff, and visitors are safe and that sufficient supervision is provided at all times. In the morning as students arrive and after school when students are leaving campus, six campus security officers are strategically placed at designated locations. During lunch, all six campus security officers and the administrators share supervision of common gathering areas. One full-time School Resource Officer is available to assist administrators with supervision and disciplinary enforcement. The school also has over 70 security cameras to help monitor student safety. All administrators, security staff, and custodians carry hand-held radios for effective routine and emergency communications. Fontana High School is a closed campus. During school hours, all visitors are required to use photo identification as part of a computerized system that tracks visitors and provides wearable 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 and their individual work load which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

Two full-time day custodians and ten full-time evening custodians are assigned to Fontana High and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning a custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Regular campus supervision is shared throughout the day by campus security officers, the resource officer, and administrators to ensure the campus remains safe while instruction is in progress. Security staff check restrooms frequently throughout the day and custodians clean and/or stock restrooms, as needed. The Assistant Principal over facilities communicates daily with custodians via 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 school breaks such as holidays and summer vacations, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus. A new district-provided, web-based work order system has been implemented to facilitate the school in generating work orders for situations that require repair and/or attention from district personnel and facilities projects. School staff submit maintenance requests using an online system to the school's Facilities Desk clerk and secretary who then forward the requests to site custodians or through the previously mentioned work order system requiring attention from the district's maintenance department who assigns projects to technicians and/or specialists. Emergency repairs are typically resolved immediately by district maintenance specialists.

### Improvements to Facilities

Districtwide implementation of a 1:1 laptop initiative at all high school campuses is requiring campus-wide upgrades to Wi-Fi infrastructure and network access points. Additionally, planned remodeling of the Kitchen area of the Cafeteria Building (J) will create a more spacious space providing more nutrition options to students. Replacement of the baseball, football and large gym scoreboards have been completed.

## Facility Inspection Results

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

School Facility Conditions				
Date of Last Inspection: 05/07/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			T 105: CARPET HAS WAVES IN OFFICE/ TRIP HAZARD. T 106: CEILING TILES ARE LOOSE AND MISSING. F 104: CEILING TILES ARE LOOSE/ WATER DAMAGE. T 104: CEILING TILES ARE MISSING IN HALLWAY. R 106: FLOOR TILES ARE BUBBLED. C 105: FLOOR TILES HAVE HOLES/ TRIP HAZARD. GIRLS RR: SOAP DISPENSER IS BROKEN. OFFICE, C 101, C 102, C 104, C 106, C 109, C 110, D 102, D 106, F 104, H 101, H 106, H 107, Q 104, Q 106, Q 107, R 103, ST 205, ST 206/ LOUNGE, ST 207, C 103, C 107, C 108, D 101, G 101, G 102, Q 103, Q 105, Q 108, R 105, R 108: WATER STAIN CEILING TILES. LIBRARY/ B101: WATER STAIN CEILING TILES IN FOYER. ST 202: WATER STAIN CEILING TILES IN HALLWAY. (Work orders submitted)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			C 103, C 104, D 101, Q 101, Q 102, Q 103, Q 105, STOCK RM: WATER STAIN IN LIGHT DIFFUSER. C 107, C 108, D 103: WATER STAIN IN LIGHT DIFFUSERS. (Work orders submitted)
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			T 105: PAINT CHIPPING ON FLOOR. GIRLS RR: PAINT IS CHIPPING ON CEILING. A 204, A 205, A 206, A 207, D 101, D 104, G 101, G 102, G 108, H 102, H 104, H 105, R 101, R 105, R 106, R 107, R 108: PAINT IS CHIPPING ON DOOR. S 105/ ROTC: PAINT IS CHIPPING ON DOOR FRAME. T 103: PAINT IS CHIPPING ON FLOOR IN HALLWAY. Q 108: PAINT IS CHIPPING ON WALL. F 104: PAINT IS PEELING ON WALL. (Work orders submitted)
Structural (Structural Damage, Roofs)	X			P 44: DRY ROT AT BASE OF DOOR FRAME. (Work order submitted)
External (Grounds, Windows, Doors, Gates, Fences)	X			P 50: ASPHALT IS CRACKED AT ENTRY. P 49, P 53: ASPHALT IS CRACKED AT ENTRY/ TRIP HAZARD. P 37: TRIP HAZARD AT ASPHALT RAMP ENTRY. BOYS RR, P 41: TRIP HAZARD AT DOOR ENTRY. F 101/ BAND: TRIP HAZARD ON WALKWAY ALONG STREET. T 101: GAP IN DOOR FRAME. (Work orders submitted)

## San Bernardino County Williams Inspection Results

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

Results of the inspection conducted during the 2019-20 school year and corrective action taken by the district are provided in the table.

San Bernardino County Williams Facilities Inspection		
Inspection Date: 08/29/2019		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
PL57	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/29/19)
ST100	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/29/19)
ST114	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/29/19)
ST116	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/29/19)
Grounds	Playground/School Grounds	Signs of water drainage problems including standing water on hardscape areas (work order #24624)
Main Office Area	Interior Surfaces	Walls have damage from cracks, tears, holes and/or water damage (work order #18626, #19166)
Parking Lot Portables Staff Restroom	Interior Surfaces	Walls have water damage (work order #20518)
Band Room	Overall Cleanliness	Unsecured items are stored too high and pose a safety hazard (remedied 8/29/19)
C106	Overall Cleanliness	Unsecured items are stored too high and pose a safety hazard (remedied 8/29/19)
R103	Overall Cleanliness	Unsecured items are stored too high and pose a safety hazard (remedied 8/29/19)
ST203	Overall Cleanliness	Flooring is excessively dirty/stained (work order #20542)
ST205	Overall Cleanliness	Flooring is excessively dirty/stained (work order #20542)
ST212	Overall Cleanliness	Flooring is excessively dirty/stained (work order #20542)
Steeler Hall	Overall Cleanliness	Area evaluated has accumulated dirt and grime (work order #19502)
Band Room	Restrooms	Paper towel dispensers empty (remedied 8/29/19)
Football Field/Stadium	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #20492)
Parking Lot Portables Staff Restroom	Restrooms	Sink is not working or functioning properly (work order #20518)

## Teacher Assignment

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

	Teacher Credential Status			
	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	119	119	119	215
Without Full Credentials	1	0	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	5	40

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

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

## Instructional Materials (School Year 2020-21)

### Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on December 9, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language

materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

### Adoption of Instructional Materials

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

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

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

### History/Social Studies & Science Curricula

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

grades Kindergarten through three is planned for adoption in 2021. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

### Quality, Currency, & Availability

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

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

## Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### California Assessment of Student Performance and Progress

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

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

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

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

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	54	60	62	33	38	41	48	50	50
Mathematics (Grades 3-8 and 11)	19	20	24	19	23	26	37	38	24
Science (Grades 5, 8, and 10)	--	--	20	--	--	18	--	--	30

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

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	552	546	98.91	1.09	62.02	544	98.55	1.45	23.76
Male	273	267	97.80	2.20	53.76	267	97.80	2.20	17.6
Female	279	279	100.00	0.00	69.89	277	99.28	0.72	29.71
Black or African American	11	11	100.00	0.00	54.55	11	100.00	0.00	27.27
Hispanic or Latino	525	521	99.24	0.76	62.12	519	98.86	1.14	23.36
Socioeconomically Disadvantaged	516	512	99.22	0.78	62.43	510	98.84	1.16	23.18
English Learners	158	155	98.10	1.90	28.39	154	97.47	2.53	5.19
Students with Disabilities	52	52	100.00	0.00	3.85	52	100.00	0.00	1.96

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

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

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

## College Entrance Info

### University of California

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

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

### California State University

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

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

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

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

## UC/CSU Course Completion

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

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2019-20)	97.01%
Graduates Who Completed All Courses Required for UC/CSU Admission (2018-19)	57.72%

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

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

Students are introduced to career technical education programs through a wide array of 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.

The following courses are available to students at the school:

### Career Pathways- Industry Sectors

- Arts, Media, and Entertainment
- Building and Construction Trades
- Health Science and Medical Technology
- Manufacturing and Product Development
- Public Service
- Transportation

### On-Campus Courses

- Advanced Law Enforcement
- Advanced Multimedia Design and Communication
- Advanced Sports Medicine
- Advanced Theater Production
- \* Biomedical Technology
- Chaffey College Auto Tech 10
- Chaffey College Auto Tech 15
- Chaffey College Auto Tech 416
- Chaffey College Auto Tech 450
- Chaffey College Auto Tech 455
- Emergency Medical Technician
- Emergency Responder
- Emergency Services
- EMT Fundamentals
- Fire Behavior
- Fire Prevention
- Introduction to Product Design and Manufacturing
- Law Enforcement
- Multimedia Design and Communication
- Nurse Assistant Certified (C.N.A.)
- Nurse Assistant: Acute Care
- Product Design 2
- Production Woodworking
- Safety and Survival
- Sports Medicine
- Theater Production
- Welding 1
- Welding 2
- Welding Certification
- Wood 1
- Wood 2

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

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

Question	Response
How many of the school's pupils participated in CTE programs?	1,055
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	45.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	57.7%



## State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

### Physical Fitness (School Year 2019-20)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfl>.

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	31.8%	19.6%	28.0%

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

## Engagement

### State Priority: Parental Involvement

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

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

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

Parents are encouraged to get involved in Fontana High School's learning community by volunteering at the school, attending school/district events and meetings, or sharing in the decision-making process. Events such as Back-to-School Night, College Application day, FAFSA/Dream Act, ninth grade orientation, advanced placement, AVID, and WASC provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are encouraged to support their children and the school by chaperoning student activities, attending school performances and athletic events.

The principal invites parents to join her monthly Coffee with the Principal meetings. This is an opportunity to openly discuss all aspects of the school and share in shaping the school culture. The School Site Council (SSC), English Learner Advisory committee (ELAC), District English Learners Advisory Committee (DELAC), district LCAP, Positive Behavior Intervention System (PBIS) and a multitude of other programs are available for parents to participate in. Any Steeler parent looking to get more involved is encouraged to contact the school for more information about any of these meetings, activities, etc.

Our Parent Center is in PL 53. The Parent Center serves as a one-stop place for parents to get information on their student's progress, school information, as well as all school activities and services. There are also many community services available through the center, including workshops, classes and other activities.

All parents have access to their child's attendance and ongoing academic record online through Q Connect. If parents need assistance to access this, they can contact the school office and speak with our School Outreach Liaison. Connect5 is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. We send a weekly newsletter bulletin every Sunday evening to all parents and staff members about what is going on the following week. Parents can also access the school website ([www.fontanahigh.org](http://www.fontanahigh.org)) which features general information about the school, staff, and programs. In front of the school, the marquee is updated weekly with special announcements and reminders. Parents can follow us on Twitter and Instagram to see what is happening on our school site. Staff email addresses are available on Q connect and parents are encouraged to take advantage of this communication tool.

### State Priority: Pupil Engagement

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

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

### Dropout & Graduation Rates

Fontana High School's teachers and administrative staff have received training and are skilled in developing ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences with counselors and administrators, home visits by the community liaison or attendance clerks, School Attendance Review Board (SARB), Saturday School, independent study coordinator, referral to continuation high schools, referral to Student Intervention Team process, an online credit recovery program before/during/after school, concurrent enrollment in a community college, CTE, summer programs, 0th and 7th period, work experience, and adult education.

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

	Graduation & Dropout Rates					
	Dropout			Graduation		
	16-17	17-18	18-19	16-17	17-18	18-19
School	2.1%	2.1%	2.1%	94.6%	96.5%	94.6%
District	6.0%	6.6%	4.8%	90.6%	90.0%	91.5%
State	9.1%	9.6%	9.0%	82.7%	83.0%	84.5%

### State Priority: School Climate

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

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

### Discipline & Climate for Learning

Students at Fontana High School are guided by district policies, school rules and behavior expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Aware of the cultural diversity of Fontana High's student body, teachers are sensitive to the dynamics and social behaviors of their students as an early intervention and proactive measure in minimizing classroom disruptions. Teachers take a 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 an assistant principal for further intervention. When administering consequences, the assistant principal takes into consideration the referred student's past behavior trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

Fontana High School uses the School Wide Positive Behavior Invention System (SWPBIS). It is a system which rewards students for behaving positively, recognizing the act and rewarding them for it.

Fontana High School conducts an After-School Work Program as an alternative solution for students who want to make up lost time caused by poor behavior in the classroom, tardiness, or truancy. The Steeler Learning Center is held during school hours as an alternative to off-campus suspensions typically resulting from disruptive classroom behavior and more serious infractions.

Saturday School is available to students who want to make up class lessons due to truancy or other behaviors interfering with the completion of class work.

## Suspensions & Expulsions

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	2.58	3.40	2.30	0.07	0.30	0.15
District	3.88	3.20	2.00	0.04	0.10	0.03
State	3.51	3.50	2.50	0.08	0.10	0.05

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

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

Highlights of the Safe School Plan include:

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

## Other SARC Information

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

## Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
18	19	20	18	19	20	18	19	20	18	19	20	
By Subject Area												
English	23	25	30	39	33	31	60	53	34	18	26	47
Mathematics	25	24	33	30	25	23	43	59	24	24	14	44
Science	27	27	31	17	16	13	28	30	20	37	35	40
Social Science	26	25	23	16	20	26	33	37	29	22	21	23

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

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

An active Student Intervention Team (SIT) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SIT evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

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 his/her IEP. Fontana High School's special education staff collaborates with the district's SELPA to coordinate Designated Instruction and Services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

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

Academic Counselor to Student Ratio	
2019-20	
Average Number of Students per Academic Counselor	413
Academic Counselor(s)	6

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	6	6.0
Library Media Services Staff (Paraprofessional)	1	1.0
Nurse	1	0.3
Psychologist	2	2.0
Resource Specialist (non-teaching)	1	1.0
Speech/Language/Hearing Specialist	1	0.6

## Staff Development

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

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

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

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

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

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

## Additional Internet Access/Public Libraries

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

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

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

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

Advanced Placement Classes	
	# of Courses
Computer Science	2
English	8
Fine and Performing Arts	1
Foreign Language	9
Mathematics	3
Science	5
Social Science	6
Totals	34
Percent of Students in AP Courses	20.4%

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

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

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

## District Expenditures (Fiscal Year 2018-19)

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,982
From Supplemental/Restricted Sources	\$1,343
From Basic/Unrestricted Sources	\$6,639
District	
From Basic/Unrestricted Sources	\$6,286
Percentage of Variation between School & District	5.6%
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	-14.3%

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

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

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

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

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

Average Teacher Salaries	
School & District	
School	\$85,705
District	\$88,170
Percentage of Variation	-2.8%
School & State	
All Unified School Districts	\$83,052
Percentage of Variation	3.2%