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

Ofelia Hinojosa, Principal
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2020-2021 School Accountability Report Card

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

District Vision

Our Mission

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

Our Shared Vision

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

Our Core Values

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

Our Three Cornerstones of Success

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.

Board of Education

Dr. Jennifer Quezada,
President
Joe Armendarez, Vice President
Mary Sandoval, *Member*
Adam Perez, *Member*
Marcelino "Mars" Serna, *Member*
Miranda Ordóñez, *Student Board Member*

District Administration

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

Ryan DiGiulio
Associate Superintendent, Business Services

Monica Makiewicz
Associate Superintendent, Teaching & Learning

Joseph Bremgartner
Associate Superintendent, Human Resources

Craig Baker
Sr. Executive Director, Student Services

Lee James Powell, Jr.
Chief of School Police Services

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- 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

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, our graduation rate is 97.7% and College /Career Indicator with 65.3% are prepared. Our suspension rate is orange with 3.4%. 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.

Principal's Message

We are extremely proud of our school and our continued commitment to providing a safe and intellectually challenging environment that will impower 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.

School Enrollment

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

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	49.8
Male	50.2
Non-Binary	
Black or African American	1.9
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.3
Hispanic or Latino	95.3
Native Hawaiian or Pacific Islander	0.1
White	1.7
Two or More Races	0.3
Socioeconomically Disadvantaged	93.6
EL Students	20.7
Students with Disabilities	11.4
Foster Youth	0.4
Homeless	1.2
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
9th	768
10th	667
11th	603
12th	516
Total	2554

Conditions of Learning State Priority: Basic

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

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

Teacher Assignment

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

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.7	57.4	1251.4	72.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.2	0.2	3.8	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.6	3.0	37.5	2.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	1.1	19.7	1.1	12115.8	4.4
Unknown	45.8	38.3	407.0	23.7	18854.3	6.9
Total Teaching Positions	119.8	100.0	1719.7	100.0	274759.1	100.0

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0.0
Misassignments	3.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.6

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.3
Total Out-of-Field Teachers	1.3

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4

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, 7 computer labs, 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 80 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, the Kitchen area of the Cafeteria Building (J) was completed and 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 December 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:	3/26/2021	
Data Collected:	January 2022	
Overall Summary of School Facility Conditions:	Good	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	T 105: 4. CARPET HAS WAVES IN OFFICE/ TRIP HAZARD. P 36: 4. CARPET IS SEPARATING AT SEAM. H 107: 4. CEILING TILE IS MISSING. T 102, T 106: 4. CEILING TILES ARE LOOSE AND MISSING. F 104: 4. CEILING TILES ARE LOOSE/ WATER DAMAGE/ WATER STAIN CEILING TILES. T 104: 4. CEILING TILES ARE MISSING IN HALLWAY. C104, R 106: 4. FLOOR TILES ARE BUBBLED. T 101: 4. FLOOR TILES HAVE HOLES. C 105: 4. FLOOR TILES HAVE HOLES/ TRIP HAZARD. P 31: 4. FORMICA IS MISSING ON COUNTER. P 43: 4. GAP IN CARPET AT ENTRY/ RUBBER MOLDING IS LOOSE ON WALL. P 37: 4. RUBBER MOLDING IS MISSING ON WALL. GIRLS RR: 4. SOAP DISPENSER IS BROKEN. P 32: 4. WATER LEAKS ONTO WALL. 210, D 103, Q 101, ST 200, ST 203: 4. WATER STAIN CEILING TILE. C 101, C 103, C 106, C 109, C-110, D 101, G 101, G 102, G 104, H 101, H 106, OFC, Q 103, Q 104, Q 107, Q 108, R 103, R 105, ST 202, ST 205, ST 206/ LOUNGE, ST 207, 211, C 107, C 108, Q 105, Q 106, ST 201: 4. WATER STAIN CEILING TILES. LIBRARY/ B101: 4. WATER STAIN CEILING TILES IN FOYER. R 108: 4. WATER STAIN CEILING TILES/ RUBBER MOLDING IS MISSING ON WALL.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	E 102: 7. ETHERNET BOXES ARE LOOSE ON CONDUIT. P 36: 7. LIGHT PANEL IS LOOSE. D 105, Q 106: 7. LIGHT PANEL IS OUT. 211, Q 106: 7. OUTLET COVERS ARE MISSING. ST 212: 7. TWO LIGHT PANELS ARE OUT. Q 105, STOCK RM: 7. WATER STAIN IN LIGHT DIFFUSER. C 107, C 108: 7. WATER STAIN IN LIGHT DIFFUSERS.
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	T 105: 11. PAINT CHIPPING ON FLOOR. GIRLS RR: 11. PAINT IS CHIPPING ON CEILING. A 205, A 207, A204, A206, D 104, G 108, R 106, R 108: 11. PAINT IS CHIPPING ON DOOR. S 105/ ROTC: 11. PAINT IS CHIPPING ON DOOR FRAME. T 103: 11. PAINT IS CHIPPING ON FLOOR IN HALLWAY. R 107, P 34: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR. ST 201: 11. PAINT IS CHIPPING ON WALL. F 104: 11. PAINT IS PEELING ON WALL.
STRUCTURAL: Structural Damage, Roofs	Good	P 36: 12. DRY ROT ON RAMP SKIRTING.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P 50: 14. ASPHALT IS CRACKED AT ENTRY. P 49, P 53: 14. ASPHALT IS CRACKED AT ENTRY/ TRIP HAZARD. P 36: 14. ASPHALT IS CRACKED AT RAMP ENTRY. BOYS RR: 14. TRIP HAZARD AT DOOR ENTRY. P 34: 14. TRIP HAZARD ON ASPHALT AT RAMP ENTRY. F 101/ BAND: 14. TRIP HAZARD ON WALKWAY ALONG STREET.

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. Results of the inspection conducted during the 2021-22 school year and corrective action taken by the district are provided in the table.

San Bernardino County Williams Facilities Inspection		
Inspection Date 08/23/2021		
Area Inspected	**Category**	**Extreme Deficiency & Remedial Actions Taken or Planned**
Pool	Structural Damage	Severe cracks (X) (work order #43578)
Area Inspected	**Category**	**Deficiency & Remedial Actions Taken or Planned**
Auto Shop	Overall Cleanliness	Unsecured items are stored too high and pose a safety hazard (remedied 8/23/21)
R107	Overall Cleanliness	Unsecured items are stored too high and pose a safety hazard (remedied 8/23/21)
H102	Electrical	Improper usage of extension cords or extension/electrical cord trip hazard (workorder #49473)
C107	Electrical	Improper usage of extension cords or extension/electrical cord trip hazard (work order #49473)
ASB	Restrooms	Electric hand dryers are damaged or broken (work order #49437) (remedied 8/23/21)
Locker Room-Girl's	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #49454) (remedied 8/23/21)
Football Field/ Stadium	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #49424)
Locker Room-Boy's	Restrooms	Shower is not working (work order #49457)
Baseball Field	Sinks/Fountains	Sink/fountain is not working properly (work order #49433)
Cafeteria/Kitchen	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (work order #49453) (remedied 8/23/21)
Library	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (work order #49453) (remedied 8/23/21)
Performing Arts Center/Theater	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (work order #49453) (remedied 8/23/21)
ROTC F	Fire Safety	ire extinguisher out of date or missing monthly inspection sign-off (work order #49453) (remedied 8/23/21)
Auto Shop	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (work order #49453) (remedied 8/23/21)
Main Office Area	Hazardous Materials	Cleansers not stored properly (remedied 8/23/21)
ST205	Hazardous Materials	Cleansers not stored properly (remedied 8/23/21)
Tennis Courts	Playground/School Grounds	Area that poses safety hazard(s) to students unsecured (work order #49431) (remedied 8/23/21)

Instructional Materials (School Year 2020-21)

Quality, Currency, & Availability

The table displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| | **District-Adopted Textbooks** | | | | | |
| | Data Collected: December 2021 | | | | | |
Grade Levels	**Subject**	**Publisher**	**Series**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
11th-12th	AP Literature	WW. Norton & Co.	Norton Introduction to Literature	2016	Yes	0.00%
12th	English/Language Arts	The California State University	Expository Reading and Writing Course, 2nd Edition	2013	Yes	0.00%
11th-12th	English/Language Arts	Bedford/St. Martin	The Language of Composition	2016	Yes	0.00%
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%

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 22, 2021, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

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

History/Social Studies and Science Curricula

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History-Social Science adoption for grades six through twelve was completed in spring of 2019. The History-Social Science adoption for grades Transitional Kindergarten through five was completed in spring of 2020. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

English Language Arts Curricula

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

Mathematics Curricula

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

Pupil Outcomes State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

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

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

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The locals assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

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

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

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

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

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

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

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	78.65	NT	70.74	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	NT	NT	0.00	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	2.94	NT	28.72

Assessment Results by Student Group					
English Language Arts					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	573	484	84%	16%	25%
Male	278	222	80%	20%	29%
Female	295	262	89%	11%	23%
American Indian or Alaska Native	1	1	100%	0%	--
Asian	3	2	67%	33%	--
Native Hawaiian or Pacific Islander	1	1	100%	0%	--
Filipino	2	2	100%	0%	--
Hispanic or Latino	535	454	85%	15%	26%
Black or African American	10	7	70%	30%	--
White	18	15	83%	17%	20%
Two or More Races	3	2	67%	33%	--
EL Students	108	79	73%	27%	0%
Foster Youth	2	1	50%	50%	--
Homeless	--	11	10	91%	9%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	520	441	85%	15%	26%
Migrant Education			0%	0%	
Students with Disabilities	62	37	60%	40%	0%

Assessment Results by Student Group					
Mathematics					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	573	471	82%	18%	52%
Male	278	222	80%	20%	48%
Female	295	249	84%	16%	56%
American Indian or Alaska Native	1	1	100%	0%	--
Asian	3	2	67%	33%	--
Native Hawaiian or Pacific Islander	1	1	100%	0%	--
Filipino	2	2	100%	0%	--
Hispanic or Latino	535	443	83%	17%	53%
Black or African American	10	5	50%	50%	--
White	18	15	83%	17%	53%
Two or More Races	3	2	67%	33%	--
EL Students	106	77	73%	27%	5%
Foster Youth	2	1	50%	50%	--
Homeless	--	10	9	90%	10%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	508	429	84%	16%	52%
Migrant Education			0%	0%	
Students with Disabilities	60	35	58%	42%	14%

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College Entrance Info

University of California

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

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

California State University

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

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

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

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

UC/CSU Course Completion

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission (2020-21)	97.00%
Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20)	66.67%

Career Technical Education (CTE) Participation

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

2020-21 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	1137
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	45.00%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	56.00%

Career Technical Education (CTE) Programs

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

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness

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

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

Engagement State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2021-22)

Parents are encouraged to get involved in 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) 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.
- Attendance

Dropout & Graduation Rates

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	18-19	19-20	20-21	18-19	19-20	20-21
School	2.1	0.9	2.0	94.6	97.6	95.2
District	4.8	3.8	5.0	91.5	92.9	89.8
State	9.0	8.9	9.4	84.5	84.2	83.6

Graduation Rates by Student Group			
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	503	479	95.2
Female	281	272	96.8
Male	222	207	93.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	489	465	95.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
EL Students	100	81	81.0
Foster Youth	--	--	--
Homeless	27	20	74.1
Socioeconomically Disadvantaged	500	476	95.2
Migrant Education	0.0	0.0	0.0
Students with Disabilities	66	56	84.8

Dropout Intervention

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.

Chronic Absenteeism

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

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	2628	2595	440	17.0
Female	1305	1285	179	13.9
Male	1323	1310	261	19.9
American Indian or Alaska Native	4	4	1	25.0
Asian	8	7	1	14.3
Black or African American	55	53	16	30.2
Filipino	7	7	0	0.0
Hispanic or Latino	2494	2465	406	16.5
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	9	9	4	44.4
White	48	47	10	21.3
EL Students	557	546	122	22.3
Foster Youth	20	17	4	23.5
Homeless	53	49	9	18.4
Socioeconomically Disadvantaged	2454	2429	415	17.1
Migrant Education	0	0	0	0.0
Students with Disabilities	302	296	79	26.7

State Priority: School Climate

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

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

Safe School Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in August 2021. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

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

Suspensions & Expulsions

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

Suspension & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	3.40	2.33	0.27	0.27	0.15	0.00
District	3.19	2.01	0.06	0.06	0.03	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.27	0.00
Female	0.15	0.00
Male	0.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.54	0.00
Foster Youth	5.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.29	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.99	0.00

Other SARC Information

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

Additional Internet Access/Public Libraries

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

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

Professional Development Days

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

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

Professional Development

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

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

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

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

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

Class Size

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

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Subject Area												
English	25	30	25	33	31	21	53	34	29	26	47	16
Mathematics	24	33	24	25	23	17	59	24	25	14	44	10
Science	27	31	10	16	13	4	30	20	19	35	40	16
Social Science	25	23	24	20	26	11	37	29	22	21	23	9

Counseling & Support Staff

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

The tables display the Support Service Staff available to students. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	426

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.5
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	2.0

Advanced Placement Classes

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

2020-21 Advanced Placement Classes	
Subject	# of Courses
Computer Science	2
English	2
Fine and Performing Arts	1
Foreign Language	6
Mathematics	4
Science	0
Social Science	5
Totals	21
Percent of Students in AP Courses	16.5

District Revenue Sources (Fiscal Year 2020-21)

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

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

District Expenditures

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

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$7,953
School: From Supplemental/Restricted Sources	$1,558
School: From Basic/Unrestricted Sources	$6,395
District: From Basic/Unrestricted Sources	$1,573
Percentage of Variation between School & District	306.55%
State: From Basic/Unrestricted Sources	$8,444
Percentage of Variation between School & State	-24.27%

Teacher & Administrative Salaries

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

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

School Site Teacher Salaries

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

2019-20 Average Teacher Salary	
School	$84,318
District	$89,550
Percentage of Variation between School & District	-5.84%
All Similar School Districts	$84,665
Percentage of Variation between School & State	-0.41%