Fontana Unified School District
Fontana High
2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION
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SCHOOL INFORMATION
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SUPERINTENDENT
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DISTRICT INFORMATION
Fontana Unified School District
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(909) 357-7600

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

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

SARC INFORMATION

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

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

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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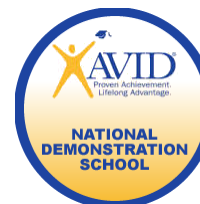
DISTRICT STATEMENTS
DISTRICT MISSION
"Every Student Successful. Engaging Schools. Empowered Communities."

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

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

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

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

SCHOOL STATEMENTS
Principal's Message:
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 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 Marine Corps Reserve Association (MCRA) recipients. We also 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.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	47.8
Male	52.1
Non-Binary	0
American Indian or Alaska Native	0.1
Asian	0.3
Black or African American	2.4
Filipino	0.2
Hispanic or Latino	94.5
Native Hawaiian or Pacific Islander	0.2
White	1.8
Two or More Races	0.5
EL Students	24
Foster Youth	0.7
Homeless	6.3
Military	
Socioeconomically Disadvantaged	89.8
Migrant Education	
Students with Disabilities	11.7

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
9th	716
10th	749
11th	586
12th	569
Total	2,620

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.70	57.41	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.17	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	3.03	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	1.09	19.70	1.15	12,115.80	4.41
Unknown	45.80	38.30	407.00	23.67	18,854.30	6.86
Total Teaching Positions	119.80	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	113.80	90.97	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	2.00	1.60	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	2.38	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	1.93	31.90	1.82	11,953.10	4.28
Unknown	3.80	3.09	87.80	5.02	15,831.90	5.67
Total Teaching Positions	125.00	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	2.00
Misassignments	3.60	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.60	2.90

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.30	2.40
Total Out-of-Field Teachers	1.30	2.40

Class Assignments		
	2020-21	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80	1.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.40	0.20

FACILITY INSPECTION RESULTS

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/22/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	T 105: 4. CARPET HAS WAVES IN OFFICE/ TRIP HAZARD. P 36: 4. CARPET IS SEPERATING AT SEAM. Q 105: 4. CEILING TILE IS DAMAGED. G 101: 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: 4. FLOOR TILES ARE BUBBLED/ WATER STAIN CEILING TILES. T 101: 4. FLOOR TILES HAVE HOLES. P 35: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL. P 37: 4. RUBBER MOLDING IS MISSING ON WALL/ FORMICA IS MISSING ON COUNTERS. GIRLS RR: 4. SOAP DISPENSER IS BROKEN. P 32: 4. WATER LEAKS ONTO WALL. H 103, Q 101, 210: 4. WATER STAIN CEILING TILE. 211, C 101, C 106, P 46, C 102, C 103, C 107, C 109, D 101, D 102, d 104, D 109, Q 104, Q 107, R 105, D 105, D 106, D 108, E 105, E 106, H 101, H 102, H 107, OFC, Q 102, Q 106, Q 108, R 107, R 108, ST 202, ST 205, ST 206/ LOUNGE, ST 207, STOCK RM, G 103, R 104, Q 105, G 101: 4. WATER STAIN CEILING TILES. LIBRARY/ B101: 4. WATER STAIN CEILING TILES IN FOYER. A106/ OFC: 4. WATER STAIN CEILING TILES IN HALLWAY.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	A203: 7. ELECTRICAL CONDUIT COVER IS MISSING/ EXPOSED WIRES. 210, D 109, Q 104, Q 107, R 105, G 105, P 39, R 101: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. P 40: 7. ETHERNET BOX IS LOOSE ON WALL. E 102: 7. ETHERNET BOXES ARE LOOSE ON CONDUIT/ CONDUIT COVER IS MISSING/ EXPOSED WIRES. D 109: 7. ETHERNET OUTLET IS LOOSE ON CONDUIT. D 104: 7. OUTLET COVER IS MISSING. H 108, ST 207: 7. OUTLET COVER IS MISSING ON CONDUIT. C 101, C 106, Q 105: 7. WATER STAIN IN LIGHT DIFFUSER. C 108: 7. WATER STAIN IN LIGHT DIFFUSERS/ CONDUIT COVER IS MISSING AT ENTRY.
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, D 104, G 108, R 106: 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. A 201, R 103, P 34: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR. F 104: 11. PAINT IS PEELING ON WALL.
STRUCTURAL: Structural Damage, Roofs	Good	P 46: 12. DRY ROT ON DOOR FRAME TRIM.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P 49, P 53: 14. ASPHALT IS CRACKED AT ENTRY/ TRIP HAZARD. BOYS RR, P 35, P 45, P42: 14. TRIP HAZARD AT DOOR ENTRY. P 38: 14. TRIP HAZARD AT RAMP ENTRY ON ASPHALT. P 34: 14. TRIP HAZARD ON ASPHALT ATRAMP ENTRY. F 101/ BAND: 14. TRIP HAZARD ON WALKWAY ALONG STREET. P BOYS RR: 14. WATER POOLS ON BACKSIDE OF RESTROOMS.

SCHOOL FACILITIES

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 computer labs, 2 gymnasiums, a stadium, a swimming pool, 2 locker rooms, 4 department work rooms, a wellness garden and room, 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, five campus security officers are strategically placed at designated locations. During lunch, all five 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.

INSTRUCTIONAL MATERIALS
Sufficiency of Instructional Materials
Fontana Unified School District held a public hearing on September 21, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.
Adoption of Instructional Materials
Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

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

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

Subject	Textbook	Adopted	Percent Lacking
Science	Grades: 9th-12th / Course: Biology / Publisher: Savvas / Series: Miller Levine Biology / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Chemistry / Publisher: Savvas / Series: Experience Chemistry / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Physics / Publisher: Savvas / Series: Experience Physics / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Chemistry / Publisher: Bedford, Freeman & Worth / Series: Living by Chemistry / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: Geology / Publisher: Holt / Series: Earth Science / Adoption: 2007	Yes (State)	0
	Grades: 9th-12th / Course: Earth Science / Publisher: Biozone International / Series: Earth and Space Sciences for NGSS / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Marine Biology / Publisher: Perfection Learning / Series: Marine Biology and Oceanography / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Forensic Science / Publisher: Pearson / Series: Forensic Science: An Introduction / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Astronomy / Publisher: McGraw Hill / Series: Explorations / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Anatomy & Physiology / Publisher: McGraw Hill / Series: Hole's Essentials of Human Anatomy and Physiology / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Environmental Science / Publisher: McGraw Hill / Series: Environmental Science / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Physics / Publisher: Pearson/Prentice Hall / Series: Physics / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Biology / Publisher: Bedford, Freeman & Worth / Series: Biology for the AP Course / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Chemistry / Publisher: Pearson / Series: Chemistry: A Molecular Approach / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 9th-12th / Course: AP French / Publisher: Pearson / Series: Allons Au-dela / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Spanish Language / Publisher: Vista Higher Learning / Series: Temas / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Spanish Lit. / Publisher: Pearson / Series: Reflexiones de la literatura hispánica / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: French / Publisher: Vista Higher Learning / Series: D'Accord Level 1-3 / Adoption: 2015	Yes (State)	0
	Grades: 9th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice! Level 1-3 / Adoption: 2017	Yes (State)	0
	Grades: 9th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: El Español Para Nosotros Level 1-2 / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

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

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	50	34	47
Mathematics (Grades 3-8 and 11)	15	18	33
Science (Grades 5, 8, and 10)	17	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	536	516	96.27	3.73	50.00
Male	274	263	95.99	4.01	42.21
Female	261	252	96.55	3.45	57.94
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	506	490	96.84	3.16	50.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	102	96	94.12	5.88	4.17
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	39.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	479	462	96.45	3.55	49.35
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	61	54	88.52	11.48	3.70

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	536	520	97.01	2.99	15.03
Male	274	267	97.45	2.55	17.23
Female	261	252	96.55	3.45	12.75
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	506	492	97.23	2.77	15.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	102	99	97.06	2.94	2.02
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	17.86
Military	--	--	--	--	--
Socioeconomically Disadvantaged	479	466	97.29	2.71	14.84
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	61	53	86.89	13.11	1.89

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1,086	1,051	96.78	3.22	17.13
Male	544	524	96.32	3.68	20.23
Female	541	526	97.23	2.77	14.07
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	25	100.00	0.00	8.00
Filipino	--	--	--	--	--
Hispanic or Latino	1,020	988	96.86	3.14	17.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	23	21	91.30	8.70	9.52
Two or More Races	--	--	--	--	--
EL Students	192	179	93.23	6.77	1.68
Foster Youth	--	--	--	--	--
Homeless	57	56	98.25	1.75	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	955	925	96.86	3.14	16.54
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	106	98	92.45	7.55	1.02

COLLEGE ENTRANCE REQUIREMENTS
- University of California (UC)
Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
- California State University (CSU)
Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

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

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	98.45
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	77.69

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

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	1,112
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	41.5
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS
Students are introduced to career technical education programs through a 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 Hillary D. Wolfe, Executive Director of College, Careers and Economic Development, at (909) 357-5000 extension 29180, or visit the state's career technical website at http://www.cde.ca.gov/ci/ct/.

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	97	97	97	97	97

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)			
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	2,850	2,720	912	33.5
Female	1,340	1,288	470	36.5
Male	1,508	1,430	441	30.8
Non-Binary				
American Indian or Alaska Native	3	3	0	0
Asian	10	10	1	10
Black or African American	81	74	30	40.5
Filipino	6	6	1	16.7
Hispanic or Latino	2,681	2,564	858	33.5
Native Hawaiian or Pacific Islander	4	4	3	75
White	51	47	14	29.8
Two or More Races	13	11	5	45.5
EL Students	726	685	274	40
Foster Youth	24	20	6	30
Homeless	205	194	80	41.2
Military				
Socioeconomically Disadvantaged	2,531	2,433	834	34.3
Migrant Education	0	0	0	0
Students with Disabilities	347	317	141	44.5

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

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.9	2.0	2.8	97.6	95.2	94.3
District	3.8	5.0	5	92.9	89.8	92.1
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	578	545	94.3
Female	294	283	96.3
Male	284	262	92.3
Non-Binary	0	0	0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	13	12	92.3
Filipino	--	--	--
Hispanic or Latino	538	507	94.2
Native Hawaiian or Pacific Islander	--	--	--
White	17	17	100
Two or More Races	--	--	--
EL Students	120	95	79.2
Foster Youth	--	--	--
Homeless	47	42	89.4
Military			
Socioeconomically Disadvantaged	568	538	94.7
Migrant Education	0	0	0
Students with Disabilities	62	50	80.6

DROPOUT PREVENTION
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, COST referrals, 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.

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Parents are encouraged to get involved in 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. Parent Square 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.

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY
The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. An updated copy is available to the public at the school office.
Highlights of the Safe School Plan include:
• Safe Schools' Plan of Action
• Comprehensive disaster and crisis plan
• State and local discipline policies
• Intervention programs for at-risk students
• Addressing student aggression
• Visible authoritative presence on campus
• Safe transportation
• Communication strategies
• Conflict resolution

SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	2.33	0.27	3.96	0.15	0	0.07
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	3.96	0.07
Female	2.09	0
Male	5.64	0.13
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.94	0
Filipino	0	0
Hispanic or Latino	4.03	0.07
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	7.69	0
EL Students	6.2	0
Foster Youth	8.33	0
Homeless	5.85	0
Military		
Socioeconomically Disadvantaged	4.35	0.08
Migrant Education	0	0
Students with Disabilities	8.36	0

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT
All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.
All staff completes mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.
New and veteran teachers are offered support through Peer Assistance and Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.
Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

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

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

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	436.67

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

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	1.2

COUNSELING AND SUPPORT SERVICES

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. We hired two social-emotional counselors to address the social emotional needs of our students. These counselors conduct individual, small and large group counseling and class presentations.

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.

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	30	25	23	31	21	37	34	29	76	47	16	11
Mathematics	33	24	24	23	17	28	24	25	60	44	10	17
Science	31	29	26	13	4	17	20	19	52	40	16	17
Social Science	23	24	25	26	11	20	29	22	42	23	9	16

ADVANCED PLACEMENT

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

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	1
English	6
Fine and Performing Arts	1
Foreign Language	6
Mathematics	3
Science	4
Social Science	5
Totals	26
Percent of Students in AP Courses	16.9

DISTRICT REVENUE SOURCES

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

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 7,953
School: From Supplemental/Restricted Sources	$ 1,558
School: From Basic/Unrestricted Sources	$ 6,395
District: From Basic/Unrestricted Sources	$ 6,057
Percentage of Variation between School & District	5.58 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	-3.02 %

TEACHER AND ADMINISTRATIVE SALARIES

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

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

SCHOOL SITE TEACHER SALARIES
The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 84,318
District	$ 89,523
Percentage of Variation between School & District	-5.81 %
All Similar School Districts	$ 85,368
Percentage of Variation between School & State	-1.23 %

DISCIPLINE AND 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.