



Fontana Unified School District

Fontana High

2022-2023 School Accountability Report Card



SCHOOL ADMINISTRATION

Ofelia Hinojosa
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SCHOOL INFORMATION

36677103633302
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Fontana, CA 92335-5510
(909) 357-5500
www.fusd.net

SUPERINTENDENT

Miki Inbody
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DISTRICT INFORMATION

Fontana Unified School District
9680 Citrus Ave.
Fontana, CA 92335-5571
(909) 357-7600

BOARD OF EDUCATION

Marcelino “Mars” Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
Julieta Gutierrez Martin,
Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Leslie Barnes, Ed.D
Associate Superintendent,
Business Services
Jennifer Bourgeois, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
Human Resources
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.

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- 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>.

MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

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 FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

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 empower students to become effective communicators, creative problem solvers and focused learners prepared to thrive in the twenty-first century. We take our vision seriously and we work together to move closer to this vision each and every day.

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

We recognize in order for our students to be successful in school, they need support from home, school and community. We look forward 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	
2022-23	Percentage
Female	47.30
Male	52.60
Non-Binary	0.10
American Indian or Alaska Native	0.10
Asian	0.50
Black or African American	2.50
Filipino	0.20
Hispanic or Latino	94.70
Native Hawaiian or Pacific Islander	0.20
White	1.50
Two or More Races	0.30
EL Students	25.70
Foster Youth	0.60
Homeless	6.20
Military	
Socioeconomically Disadvantaged	91.50
Migrant Education	
Students with Disabilities	12.50

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
9th	638
10th	692
11th	622
12th	507
Total	2459

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

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 6, 2023, and adopted Resolution # 23-32 to certify 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.

2023-24 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 /	Yes (State)	0

	<p>Series: Impact Principles of Economics / Adoption: 2019 Grades: 9th-12th / Course: American Government / Publisher: McGraw Hill / Series: Impact Principles of American Democracy / Adoption: 2019</p> <p>Grades: 9th-12th / Course: AP European History / Publisher: Prentice Hall / Series: Western Heritage Since 1300 / Adoption: 2015</p> <p>Grades: 11th-12th / Course: AP Psychology / Publisher: Bedford Freeman Worth / Series: Psychology in Modules AP / Adoption: 2016</p> <p>Grades: 11th-12th / Course: AP US History / Publisher: Cengage / Series: The American Pageant / Adoption: 2006</p> <p>Grades: 9th-12th / Course: AP World History / Publisher: Bedford, Freeman and Worth / Series: Ways of the World / Adoption: 2016</p> <p>Grades: 9th-12th / Course: Psychology / Publisher: McGraw Hill / Series: Understanding Psychology / Adoption: 2020</p> <p>Grades: 9th-12th / Course: Sociology / Publisher: McGraw Hill / Series: Sociology & You / Adoption: 2020</p>	<p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p>
Science	<p>Grades: 9th-12th / Course: Biology / Publisher: Savvas / Series: Miller Levine Biology / Adoption: 2022</p> <p>Grades: 9th-12th / Course: Chemistry / Publisher: Savvas / Series: Experience Chemistry / Adoption: 2022</p> <p>Grades: 9th-12th / Course: Physics / Publisher: Savvas / Series: Experience Physics / Adoption: 2022</p> <p>Grades: 9th-12th / Course: Chemistry / Publisher: Bedford, Freeman & Worth / Series: Living by Chemistry / Adoption: 2019</p> <p>Grades: 9th-12th / Course: Geology / Publisher: Holt / Series: Earth Science / Adoption: 2007</p> <p>Grades: 9th-12th / Course: Earth Science / Publisher: Biozone International / Series: Earth and Space Sciences for NGSS / Adoption: 2022</p> <p>Grades: 9th-12th / Course: Marine Biology / Publisher: Perfection Learning / Series: Marine Biology and Oceanography / Adoption: 2022</p> <p>Grades: 9th-12th / Course: Forensic Science / Publisher: Pearson / Series: Forensic Science: An Introduction / Adoption: 2022</p> <p>Grades: 9th-12th / Course: Astronomy / Publisher: McGraw Hill / Series: Explorations / Adoption: 2022</p> <p>Grades: 9th-12th / Course: Anatomy & Physiology / Publisher: McGraw Hill / Series: Hole's Essentials of Human Anatomy and Physiology / Adoption: 2022</p> <p>Grades: 9th-12th / Course: AP Environmental Science / Publisher: McGraw Hill / Series: Environmental Science / Adoption: 2022</p> <p>Grades: 9th-12th / Course: AP Physics / Publisher: Pearson/Prentice Hall / Series: Physics / Adoption: 2022</p> <p>Grades: 9th-12th / Course: AP Biology / Publisher: Bedford, Freeman & Worth / Series: Biology for the AP Course / Adoption: 2022</p> <p>Grades: 9th-12th / Course: AP Chemistry / Publisher: Pearson / Series: Chemistry: A Molecular Approach / Adoption: 2022</p>	<p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p>
Foreign Language	<p>Grades: 9th-12th / Course: AP French / Publisher: Pearson / Series: Allons Au-dela / Adoption: 2014</p> <p>Grades: 9th-12th / Course: AP Spanish Language / Publisher: Vista Higher Learning / Series: Temas / Adoption: 2014</p> <p>Grades: 9th-12th / Course: AP Spanish Lit. / Publisher: Pearson / Series: Reflexiones de la literatura hispánica / Adoption: 2014</p> <p>Grades: 9th-12th / Course: French / Publisher: Vista Higher Learning / Series: D'Accord Level 1-3 / Adoption: 2015</p> <p>Grades: 9th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice! Level 1-3 / Adoption: 2017</p> <p>Grades: 9th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: El Español Para Nosotros Level 1-2 / Adoption: 2017</p>	<p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p> <p>Yes (State)</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p>
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

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.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	3/24/2023
Data Collected:	March 2023
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	C 101: 2. WATER IS LEAKING FROM AC UNIT. Work order submitted.
INTERIOR: Interior Surfaces	Fair	P 36, P 44: 4. CARPET IS SEPARATING AT SEAM. P 60: 4. CEILING TILE IS LOOSE. F 104: 4. CEILING TILES ARE LOOSE/ WATER DAMAGE/ WATER STAIN CEILING TILES. P 56: 4. CEILING TILES ARE TORN. P 61: 4. RUBBER MOLDING AT BASE OF WALL IS LOOSE. P 35, P 41: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL. S BLDG./ STORAGE: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL IN HALLWAY. P 37: 4. RUBBER MOLDING IS MISSING ON WALL/ FORMICA IS MISSING ON COUNTERS. C 102, C104, C 106, C 108, C 109, D 101, D 102, D 103, D 105, D 106, D 107, D 108, D 109, E 101, E 103, E 104, E 105, G 101, G 102, G 103, G 104, H 101, H 102, H 103, H 106, H 107, Q 102, Q 103, Q 104, Q 105, Q 106, Q 107, Q 108, R 102, R 103, R 104, R 107, R 108, ST 202, ST 205, ST 206/ LOUNGE, ST 207, STOCK RM, P 46, R 105: 4. WATER STAIN CEILING TILES. Q 101: 4. WATER STAIN CEILING TILES (WET). ADMIN BLDG/ 1ST FLOOR: 4. WATER STAIN CEILING TILES IN ATTENDANCE AREA. LIBRARY/ B101: 4. WATER STAIN CEILING TILES IN FOYER. C 103: 4. WATER STAIN CEILING TILES THROUGH. C 101: 4. WATER STAIN CEILING TILES THROUGHOUT. C 107: 4. WATER STAIN CEILING TILES/ ACTIVE LEAK. Work orders submitted.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	C 108: 7. CONDUIT COVER IS MISSING AT ENTRY. D 109, P 39, Q 105, Q 107, R 101, R 103: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. P 41: 7. ELECTRICAL COVER IS MISSING ON CONDUIT. A 207: 7. NINE LIGHT BULBS NEED TO BE REPLACED/ PINK. P 61: 7. OUTLET COVER IS MISSING. ST 207: 7. OUTLET COVER IS MISSING ON CONDUIT. P 58: 7. SENSOR COVER IS MISSING ON CEILING. A 201: 7. SEVEN LIGHT BULBS NEED TO BE REPLACED. A204: 7. TWO LIGHT BULBS NEED TO BE REPLACED/ PINK. P 45: 7. TWO LIGHT PANELS ARE OUT. C 101, C 103, C 104, C 106, D 103, D 105, D 109, P 49, P 61, Q 104, Q 105: 7. WATER STAIN IN LIGHT DIFFUSER. C 107, C 108: 7. WATER STAIN IN LIGHT DIFFUSERS. Work orders submitted.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	

SAFETY: Fire Safety, Hazardous Materials	Good	P 53: 11. NO SKID PAINT IS PEELING ON RAMP. Q 103: 11. PAINT IS CHIPPING ABOVE DOOR. P 34, R 101: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR. C 109, D 108: 11. PAINT IS CHIPPING ON WALL UNDER WINDOWS. F 104: 11. PAINT IS PEELING ON WALL. Work orders submitted.
STRUCTURAL: Structural Damage, Roofs	Good	P 57, P MEN'S RR: 12. DRY ROT ON RAMP SKIRTING. P 40: 12. HOLE IN RAMP SKIRTING. P 50: 12. HOLES IN RAMP BY DOOR. P 52, P 53: 13. EAVE IS LEAKING ONTO RAMP. Work orders submitted.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	STUDENT DINING: 14. ASPHALT IS BROKEN AROUND TREE ON WALKWAY/ TRIP HAZARD. P 35, P 42, P 47: 14. TRIP HAZARD AT RAMP ENTRY. P 34, P 38: 14. TRIP HAZARD ON ASPHALT AT RAMP ENTRY. P 58: 15. DOOR CATCHES ON RAMP. P 43, P 52: 15. DOOR HANDLE IS LOOSE. Work orders submitted.

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.

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	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	50	60	34	35	47	46
Mathematics (Grades 3-8 and 11)	15	15	18	21	33	34
Science (Grades 5, 8, and 10)	17	18	16	17	29	30

Assessment Results by Student Group - English Language Arts

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	574	572	99.65	0.35	59.62
Male	282	282	100.00	0.00	54.96
Female	291	289	99.31	0.69	64.36
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	550	548	99.64	0.36	59.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	137	136	99.27	0.73	16.91
Foster Youth	0	0	0	0	0
Homeless	38	38	100.00	0.00	47.37
Military	--	--	--	--	--
Socioeconomically Disadvantaged	351	350	99.72	0.28	60.86
Migrant Education	0	0	0	0	0
Students with Disabilities	77	75	97.40	2.60	5.33

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	574	571	99.48	0.52	15.24
Male	282	281	99.65	0.35	17.44
Female	291	289	99.31	0.69	13.15
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	550	548	99.64	0.36	15.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	137	136	99.27	0.73	0.74
Foster Youth	0	0	0	0	0
Homeless	38	37	97.37	2.63	2.70
Military	--	--	--	--	--
Socioeconomically Disadvantaged	351	349	99.43	0.57	14.61
Migrant Education	0	0	0	0	0
Students with Disabilities	77	74	96.10	3.90	0.00

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1101	1097	99.64	0.36	18.23
Male	556	555	99.82	0.18	21.80
Female	543	540	99.45	0.55	14.63
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1049	1047	99.81	0.19	18.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	13	86.67	13.33	7.69
Two or More Races	--	--	--	--	--
EL Students	225	224	99.56	0.44	0.45
Foster Youth	--	--	--	--	--
Homeless	77	75	97.40	2.60	9.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	708	704	99.44	0.56	16.76
Migrant Education	0	0	0	0	0
Students with Disabilities	134	131	97.76	2.24	1.53

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/>.

2022-23 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	99	99	99	99	99

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 2022-23	98.03
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	77.41

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2022-23 Career Technical Education Participation	
How many of the school’s pupils participated in CTE programs?	1143
What percentage of the school’s pupils completed a CTE program and earned a high school diploma?	44.4
What percentage of the school’s CTE courses are sequenced or articulated between the school and institutions of post secondary education?	26.3

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/>.

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.

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)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	2695	2575	673	26.1
Female	1278	1216	340	28.0
Male	1415	1357	332	24.5
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	2	2	0	0.0
Asian	14	13	1	7.7
Black or African American	75	68	27	39.7
Filipino	5	5	0	0.0
Hispanic or Latino	2543	2437	635	26.1
Native Hawaiian or Pacific Islander	4	4	3	75.0
White	41	37	7	18.9
Two or More Races	11	9	0	0.0
EL Students	747	706	217	30.7
Foster Youth	26	24	9	37.5
Homeless	211	192	69	35.9
Military	--	--	--	--
Socioeconomically Disadvantaged	2446	2349	636	27.1
Migrant Education	0	0	0	0.0
Students with Disabilities	334	319	108	33.9

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		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	2	2.8	4.2	95.2	94.3	92
District	5	5	4.9	89.8	92.1	91.3
State	9.4	7.8	8.2	83.6	87	86.2

Graduation Rates by Student Group			
2022-23	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	528	486	92.0
Female	250	237	94.8
Male	277	248	89.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	501	460	91.8
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
EL Students	105	84	80.0
Foster Youth	--	--	--
Homeless	66	55	83.3
Military	--	--	--
Socioeconomically Disadvantaged	521	481	92.3
Migrant Education	0.0	0.0	0.0
Students with Disabilities	62	43	69.4

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.

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.

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 2020-2021 rate data is not comparable. 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		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.27	3.96	2.78	0.00	0.07	0.11
District	0.06	3.27	3.80	0.00	0.04	0.03
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	2.78	0.11
Female	1.49	0.08
Male	3.96	0.14
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.67	1.33
Filipino	0.00	0.00
Hispanic or Latino	2.60	0.08
Native Hawaiian or Pacific Islander	0.00	0.00
White	7.32	0.00
Two or More Races	0.00	0.00
EL Students	4.42	0.27
Foster Youth	15.38	0.00
Homeless	5.69	0.47
Military	--	--
Socioeconomically Disadvantaged	2.90	0.12
Migrant Education	0.00	0.00
Students with Disabilities	7.49	0.30

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

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.

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	273.22

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	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	9.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	0.1
Other	1.0

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	
2022-23	Number of Courses
Computer Science	2
English	6
Fine and Performing Arts	1
Foreign Language	6
Mathematics	3
Science	4
Social Science	7
Totals	29
Percent of Students in AP Courses	18.2

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		
	21	22	23	21	22	23	21	22	23	21	22	23
English	25	23	21	21	37	46	29	76	71	16	11	8
Mathematics	24	24	24	17	28	28	25	60	55	10	17	19
Science	29	26	24	4	17	23	19	52	52	16	17	11
Social Science	24	25	22	11	20	31	22	42	33	9	16	21

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.

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/es/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9087.65
School: From Supplemental/Restricted Sources	\$ 1887.11
School: From Basic/Unrestricted Sources	\$ 7200.54
District: From Basic/Unrestricted Sources	\$ 4,384.98
Percentage of Variation between School & District	64.21 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-5.34 %

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.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 54,697.00	\$ 55,549.60
Mid-Range Teachers	\$ 88,207.00	\$ 80,702.84
Highest Teachers	\$ 118,549.00	\$ 109,417.68
Elementary School Principals	\$ 136,625.00	\$ 137,703.47
Middle School Principals	\$ 139,321.00	\$ 143,759.63
High School Principals	\$ 148,037.00	\$ 159,020.77
Superintendent	\$ 250,000.00	\$ 319,442.91
Teacher Salaries	31.95 %	30.35 %
Administrative Salaries	4.26 %	4.87 %

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.

2021-22 Average Teacher Salary	
School	\$ 92372.94
District	\$ 94,894.00
Percentage of Variation between School & District	-2.66 %
All Similar School Districts	\$ 87,885.00
Percentage of Variation between School & State	5.11 %

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			
	2021-22	2022-23	2023-24
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.

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.

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.

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.