



***“Every Student Successful. Engaging Schools.  
Empowered Communities.”***

## **2017-2018 District Annual Report**

*Published in the 2018-2019 School Year*

### **A District and Statewide Comparative Report of Student Progress and Proficiency**

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](http://www.fusd.net).

#### **Title I Funding and School Status**

Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for schoolwide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria.

A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's School Accountability Report Card.

<b>Student Enrollment by Ethnic Group</b>	
<b>2017-18</b>	
	<u>Percentage</u>
African American/Black	5.3%
American Indian	0.1%
Asian	1.2%
Filipino	1.1%
Hispanic or Latino	87.2%
Pacific Islander	0.3%
White	3.9%
Two or More	0.9%

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#### **Board of Education**

**Peter Garcia, *President***  
**Matt Slowik, MURP, MPA, *Vice President/Clerk***  
**Jason O'Brien, *Member***  
**Mary Sandoval, *Member***  
**Marcelino "Mars" Serna, *Member***  
**Jashandeep Lobana, *Student Board Member***

#### **District Administration**

**Randal S. Bassett  
*Superintendent*  
[randal.bassett@fusd.net](mailto:randal.bassett@fusd.net)**

**Ryan DiGiulio  
*Associate Superintendent,  
Business Services***

**Oscar Dueñas  
*Associate Superintendent,  
Student Services***

**Joseph Bremgartner  
*Interim Associate Superintendent,  
Human Resources***

**Miki Inbody  
*Associate Superintendent,  
Teaching & Learning***

**Martin Sissac  
*Chief of School Police Services***

## California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. The CAST will be administered operationally during the 2018–19 school year.

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

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past three school years.

California Assessment of Student Performance and Progress						
Percent of Students Meeting or Exceeding the State Standards						
Subject	District			State		
	2016	2017	2018	2016	2017	2018
English Language Arts/Literacy (Grades 3-8 and 11)	32	33	38	48	48	50
Mathematics (Grades 3-8 and 11)	19	19	23	36	37	38
Science (Grades 5, 8, and 10)	46	--	--	54	--	--

## Suspensions & Expulsions

Fontana Unified School District annually provides a Student Conduct Code for each of its sites. The table displays the percentage of suspensions and expulsions in the District and throughout the State. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	15-16	16-17	17-18	15-16	16-17	17-18
District	3.60	4.20	3.88	0.04	0.08	0.04
State	3.65	3.65	3.51	0.09	0.09	0.08

## Completion of High School Graduation Requirements - Class of 2017

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion. Data from the 2016-17 school year was the most recent available at the time of publication.

	Completion of High School Graduation Requirements	
	District	State
All Students	88.5%	88.7%
African American/Black	88.7%	82.2%
American Indian or Alaska Native	28.6%	82.8%
Asian	100%	94.9%
Filipino	95.8%	93.5%
Hispanic or Latino	88.6%	86.5%
Native Hawaiian or Pacific Islander	80.0%	88.6%
White	82.9%	92.1%
Two or More Races	91.7%	91.2%
English Learners	58.7%	56.7%
Socioeconomically Disadvantaged	89.6%	88.6%
Students with Disabilities	59%	67.1%
Foster Youth	66.7%	74.1%

## Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, Professional Learning Communities, and Response to Instruction and Intervention. The school supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Fontana Unified School 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. During the last three school years, there were two district-wide staff development days annually.

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be 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.

## School Safety

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. Each school has a Safe School Plan. The plan is reviewed, updated, and discussed with school staff at least once per year with the start of school. An updated copy is available to the public at each 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

## Teacher Assignment

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

Teacher Credential Status	
	District
	18-19
Fully Credentialed	1742
Without Full Credentials	15
Working Outside Subject	0

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

Misassignments/Vacancies	
	18-19
Misassignments of Teachers of English Learners	8
Misassignments of Teachers (other)	0
<b>Total Misassignments of Teachers</b>	<b>8</b>
Vacant Teacher Positions	5

## Salary & Budget Comparison (Fiscal Year 2016-17)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2016-17 school year. This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2016-17		
	District	State
Beginning Teachers	\$47,739	\$47,903
Mid-Range Teachers	\$80,449	\$74,481
Highest Teachers	\$102,495	\$98,269
Elementary School Principals	\$121,535	\$123,495
Middle School Principals	\$121,535	\$129,482
High School Principals	\$133,944	\$142,414
Superintendent	\$250,000	\$271,429
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	35.0%
Administrative Salaries	4.0%	5.0%

## District Revenue Sources (Fiscal Year 2017-18)

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

- ARRA: State Fiscal Stabilization Fund
- Arts & Music Block Grant
- CA School-age Families Education Program
- Community Based Tutoring
- Gifted & Talented Education (GATE)
- Partnership Academies Program
- Pupil Retention Block Grant
- Regional Occupation Centers & Programs
- School Safety & Violence Prevention
- Staff Development
- Supplementary Programs
- Teacher Credentialing Block Grant
- Transportation
- Vocational Programs
- After School Learning & Safe Neighborhood Partnerships
- CA High School Exit Examination
- California Peer Assistance & Review
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Professional Development Block Grant
- Quality Education Investment Act
- School & Library Improvement Block Grant
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Title I, II, III, IV, V
- Transportation: Special Education
- Williams Case Settlement

## Availability of Additional Internet Access at Public Locations

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

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

## 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 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).