



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

## **2019-2020 District Annual Report**

*Published in the 2020-2021 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).

#### **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.

#### **District Core Values**

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

#### **The Three Cornerstones of Success**

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

#### **District Goals and Budget Priorities**

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

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#### **Board of Education**

**Marcelino “Mars” Serna, President  
Adam Perez, Vice President  
Mary Sandoval, Member  
Dr. Jennifer Quezada, Member  
Joe Armendarez, Member  
Fatima Kamara,  
Student Board Member**

#### **District Administration**

**Randal S. Bassett  
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**Ryan DiGiulio  
Associate Superintendent,  
Business Services**

**Monica Makiewicz  
Associate Superintendent,  
Teaching & Learning**

**Joseph Bremgartner  
Associate Superintendent,  
Human Resources**

**Craig Baker  
Sr. Executive Director,  
Student Services**

**Lee James Powell, Jr.  
Chief of School  
Police Services**

## 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.

Enrollment by Student Group	
2019-20	
	Percentage
Black or African American	5.0
American Indian or Alaska Native	0.1
Asian	1.3
Filipino	1.7
Hispanic or Latino	87.4
Native Hawaiian or Pacific Islander	0.2
White	3.8
Two or More Races	1.0
EL Students	26.7
Socioeconomically Disadvantaged	84.3
Students with Disabilities	11.7
Foster Youth	0.8
Homeless	1.1

## Impact of COVID-19 Pandemic

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

The necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff is the highest priority of the district. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. Students are expected to complete and turn in all assignments for grading. Additionally, the daily schedule allocates designated "Student Support Time" where teachers are available to answer student and parent questions and students with identified needs can receive additional instruction and support.

The district and all school sites would rather be learning in-person together and are all looking forward to being able to have students in-person again as soon as it is safe to do so. Until then, the district, schools, students and community will continue to get through this unprecedented challenging time together virtually.

## Teacher Assignment

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

Teacher Credential Status	
	District
	20-21
Fully Credentialed	215
Without Full Credentials	2
Teaching Outside Subject Area of Competence (with full credential)	40

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

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

## Suspensions & Expulsions

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
District	3.88	3.20	2.00	0.04	0.10	0.03
State	3.51	3.50	2.50	0.08	0.10	0.05

## 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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

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

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

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

California Assessment of Student Performance and Progress						
Percent of Students Meeting or Exceeding the State Standards						
Subject	District			State		
	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	33	38	41	48	50	50
Mathematics (Grades 3-8 and 11)	19	23	26	37	38	42
Science (Grades 5, 8, and 10)	--	--	18	--	--	30

## Staff Development

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

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

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

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

The table displays the number of days that any professional development opportunity was available to staff including both full and partial days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and development needs.

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

## 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

## 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

## Salary & Budget Comparison (Fiscal Year 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 school year. 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 2018-19		
	District	State
Beginning Teachers	\$48,932	\$50,029
Mid-Range Teachers	\$78,912	\$77,680
Highest Teachers	\$105,055	\$102,143
Elementary School Principals	\$121,535	\$128,526
Middle School Principals	\$121,535	\$133,574
High School Principals	\$133,944	\$147,006
Superintendent	\$250,000	\$284,736
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	33.0%
Administrative Salaries	4.0%	5.0%

## District Revenue Sources (Fiscal Year 2018-19)

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

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

## 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>.

To view a SARC for a school of the Fontana Unified School District online, please visit our website or scan the QR code to the right.

