

Fontana Unified School District

9680 Citrus Avenue Fontana, CA 92335 (909) 357-7600



Fontana High School

9453 Citrus Avenue, Fontana, CA 92335 • (909) 357-5770
Serving grades Nine through Twelve • CDS Code: 36-67710-3633302
<http://www.fusdweb.com/sites/hs/fohi/default.aspx>

Ofelia Hinojosa, Principal
Ofelia.Hinojosa@fusd.net

2018-2019 School Accountability Report Card

Board of Education

Jason O'Brien, President
Marcelino "Mars" Serna, Vice President
Peter Garcia, Member
Mary Sandoval, Member
Adam Perez, Member
Juleny Ortiz-Contreras, Student Board Member

District Administration

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

Ryan DiGiulio
Associate Superintendent,
Business Services

Miki Inbody
Associate Superintendent,
Teaching & Learning

Joseph Bremgartner
Associate Superintendent,
Human Resources

Craig Baker
Sr. Executive Director,
Student Services

Martin Sissac
Chief of School
Police 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.
- To view our SARC online, please visit our website or scan the QR code to the right.



District Vision

Our Mission

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

Our Shared Vision

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

Our Core Values

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



Our Three Cornerstones of Success

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

Our Goals and Budget Priorities

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

School Vision

Fontana Steelers will become competitive in college and careers, productive citizens in the community, and the future builders of tomorrow.

Mission Statement

Fontana High School faculty, staff, and parents will provide every Steeler a safe and nurturing environment, a rigorous standards based curriculum, and quality instruction that will develop and reinforce the academic, social, emotional, and technical skills every Steeler needs to be competitive, productive, and engaged individuals who will contribute to an ever changing world.

School Profile (School Year 2019-20)

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, we are blue in our graduation rate 96.5% and College /Career Indicator with 55.8% are prepared. Our suspension rate is green with 2.6%. 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 college 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. There are many clubs, sports, music programs, ASB, Link Crew, Peer Leading, Marine Corp ROTC, etc. for students to join. We received a six-year accreditation from the Western Association of Schools and Colleges in the spring of 2017.

Principal's Message

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

The charts display student enrollment broken down by student group and grade.

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
9th	716	647	699
10th	646	676	639
11th	609	579	578
12th	500	573	538
Total	2,471	2,475	2,454

Enrollment by Student Group

2018-19	
	Percentage
Black or African American	2.4
Asian	0.4
Filipino	0.4
Hispanic or Latino	94.3
Native Hawaiian or Pacific Islander	0.1
White	2.2
Two or More Races	0.2
EL Students	20.5
Socioeconomically Disadvantaged	94.7
Students with Disabilities	11.0
Foster Youth	0.8
Homeless	0.8

Conditions of Learning

State Priority: Basic

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

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

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards.

The most recent facility inspection completed by the county took place in August 2019. Results of the inspection and corrective action taken by the district are provided in the table. Items noted as "remedied" have been fixed. All deficiencies had work orders generated for repairs.

San Bernardino County Williams Facilities Inspection		
Inspection Date: 08/29/2019		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
PL57	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/29/19)
ST100	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/29/19)
ST114	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/29/19)
ST116	Fire Safety	Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/29/19)
Grounds	Playground/School Grounds	Signs of water drainage problems including standing water on hardscape areas
Main Office Area	Interior Surfaces	Walls have damage from cracks, tears, holes and/or water damage (work order #18626, #19166)
Parking Lot Portables Staff Restroom	Interior Surfaces	Walls have water damage (work order #20518)
Band Room	Overall Cleanliness	Unsecured items are stored too high and pose a safety hazard (remedied 8/29/19)
C106	Overall Cleanliness	Unsecured items are stored too high and pose a safety hazard (remedied 8/29/19)
R103	Overall Cleanliness	Unsecured items are stored too high and pose a safety hazard (remedied 8/29/19)
ST203	Overall Cleanliness	Flooring is excessively dirty/stained (work order #20542)
ST205	Overall Cleanliness	Flooring is excessively dirty/stained (work order #20542)
ST212	Overall Cleanliness	Flooring is excessively dirty/stained (work order #20542)
Steeler Hall	Overall Cleanliness	Area evaluated has accumulated dirt and grime (work order #19502)
Band Room	Restrooms	Paper towel dispensers empty (remedied 8/29/19)
Football Field/Stadium	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #20492)
Parking Lot Portables Staff Restroom	Restrooms	Sink is not working or functioning properly (work order #20518)

School Facilities (School Year 2019-20)

Age & Condition of Facilities

Fontana High School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1952, the school sits on 41.75 acres and includes a library, 97 permanent classrooms, 33 portable classrooms, 7 computer labs, 2 gymnasiums, a stadium, a swimming pool, 2 locker rooms, 4 department work rooms, a wellness garden, a teacher lounge/lunch room, a cafeteria with multipurpose room, and an auditorium.

Athletic venues, grass areas and quad areas with scattered canopies complement classroom and administration buildings. Yearly beautification projects in partnership with non-profit and community organizations have resulted in campus improvements along with murals to beautify the campus and improve school culture. Most recent facilities improvements include installation of solar panel arrays, an industry leading obstacle course, a LED marquee, football scoreboard and a professional sound upgrade to the auditorium/theater.

Campus Supervision

Fontana High School has taken measurable steps to ensure students, staff, and visitors are safe and that sufficient supervision is provided at all times. In the morning as students arrive and after school when students are leaving campus, six campus security officers are strategically placed at designated locations. During lunch, all six campus security officers and the administrators share supervision of common gathering areas. One full-time School Resource Officer is available to assist administrators with supervision and disciplinary enforcement. The school also has over 70 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, planned remodeling of the Kitchen area of the Cafeteria Building (J) will create a more spacious space providing more nutrition options to students. Replacement of the baseball scoreboard is also planned.

Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Facilities information was collected in October 2019.

School Facility Conditions				
Date of Last Inspection: 03/20/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2019				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		T 105: CARPET HAS WAVES IN OFFICE/ TRIP HAZARD. A 201: CEILING TILE IS LOOSE IN HALLWAY. G 102: CEILING TILE IS MISSING. F 103, F 104, TEXTBOOK RM: CEILING TILES ARE LOOSE. T 106: CEILING TILES ARE LOOSE AND MISSING. T 104: CEILING TILES ARE MISSING IN HALLWAY. R 106: FLOOR TILES ARE BUBBLED. C 105: FLOOR TILES HAVE HOLES/ TRIP HAZARD. OFC: HOLES IN WALLS. ST 105: LAMINATE IS TORN ON TABLE. BOYS RR: TILES ARE BROKEN ON WALL. F 104: WATER DAMAGE. C 101, C 102, C 103, C106, C107, C 109, C 110, D 101, D 102, D 103, D 107, E 106, F 104, H 101, H 106, H 107, Q 102, Q 103, Q 104, Q 105, Q 106, Q 108, R 103, R 104, R 105, R 107, R 108, ST 205, ST 207, ST 202, 211: WATER STAIN CEILING TILES. A106/ OFC, ST 202: WATER STAIN CEILING TILES IN HALLWAY. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			S 101: LIGHT DIFFUSER IS CRACKED IN HALLWAY. ST 201: OUTLET COVER IS BENT AND BROKEN/ INJURY HAZARD. H 108: OUTLET COVER IS MISSING. C104, Q 101, STOCK RM, 211: WATER STAIN IN LIGHT DIFFUSER. C 107, D 103: WATER STAIN IN LIGHT DIFFUSERS. D 105: WATER STAINS IN LIGHT DIFFUSERS. C104, Q 101, STOCK RM, 211: WATER STAIN IN LIGHT DIFFUSER. C 107, D 103: WATER STAIN IN LIGHT DIFFUSERS. D 105: WATER STAINS IN LIGHT DIFFUSERS. (Work orders submitted.)
Restrooms/Fountains	X			A204: DRINKING FOUNTAIN IS MISSING IN HALLWAY AND PIPES ARE EXPOSED. (Work orders submitted.)
Safety (Fire Safety, Hazardous Materials)	X			P 40, P 41: NO SKID PAINT IS PEELING. P34, P 35, P 36, P48: NO SKID PAINT IS PEELING ON RAMP. T 105: PAINT CHIPPING ON FLOOR. A 201, A 207, A204, A206, D 104, G 101, G 102, G 108, H 102, H 104, H 105, H 106, R 105, R 108: PAINT IS CHIPPING ON DOOR. S 105/ ROTC: PAINT IS CHIPPING ON DOOR FRAME. T 103: PAINT IS CHIPPING ON FLOOR IN HALLWAY. 211: PAINT IS CHIPPING ON MAIN HALLWAY ENTRY DOORS. Q 108: PAINT IS CHIPPING ON WALL. F 104: PAINT IS PEELING ON WALL. (Work orders submitted.)
Structural (Structural Damage, Roofs)	X			P 44: DRY ROT AT BASE OF DOOR FRAME. S BLDG./ STORAGE: DRY ROT ON BACKSIDE OF BUILDING. P 48, P 50: DRY ROT ON RAMP. P 36: DRY ROT ON RAMP AND RAMP SKIRTING. P 41: DRY ROT ON RAMP AT ENTRY. P 49: DRY ROT/ BOARD IS LIFTED ON RAMP AT ENTRY/ TRIP HAZARD. P 57: WOOD IS SPLINTERING ON RAMP. (Work orders submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			P 50: ASPHALT IS CRACKED AT ENTRY. P 49, P 53: ASPHALT IS CRACKED AT ENTRY/ TRIP HAZARD. LIBRARY/ B101: CEMENT IS CRACKED WITH HOLES ON STAIRS/ TRIP HAZARD. P 34: HOLE IN ASPHALT AT RAMP ENTRY/ TRIP HAZARD. P 37, P 38, P 39, P40: TRIP HAZARD ASPHALT AT RAMP ENTRY. P 36, P 41, P 42, P 43, P 44: TRIP HAZARD AT RAMP ENTRY. F 101/ BAND: TRIP HAZARD ON WALKWAY ALONG STREET. H BLDG./ STORAGE: TRIP HAZARD ON WALKWAY AT MAIN ENTRY. F 102/ CHORAL OFC: TRIP HAZARD ON WALKWAY FROM 101. G BLDG./ OFC: WALKWAY HAS GAP AT SEAM/ TRIP HAZARD. T 101: GAP IN DOOR FRAME. (Work orders submitted.)

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	110	119	119	1735
Without Full Credentials	3	1	0	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

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		
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	1	1

Instructional Materials (School Year 2019-20)

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 18, 2019, 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 for grades Kindergarten through eight according to a cycle developed by the California Department of Education. This process is in place to ensure that textbooks used in schools are the most current available.

The California Department of Education has state approved curriculum for grades Kindergarten through eight. There is no state approved curriculum for grades nine through twelve, these materials are locally determined. Additionally, there is no state approved curriculum for Transitional Kindergarten, these materials are also locally determined. A modified kindergarten curriculum intended to be age and developmentally appropriate is used for all schools in the district that offer Transitional Kindergarten.

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. The district schools use the most current materials for most subjects and grade levels. Adoption of History/Social Studies curriculum for grades Kindergarten through five and adoption of Science curriculum for all grades is currently pending.

History/Social Studies & Science Curricula

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

Quality, Currency, & Availability

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: September, 2019						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
11th-12th	AP Literature	WW. Norton & Co.	Norton Introduction to Literature	2016	Yes	0.00%
12th	English/Language Arts	The California State University	Expository Reading and Writing Course, 2nd Edition	2013	Yes	0.00%
11th-12th	English/Language Arts	Bedford/St. Martin	The Language of Composition	2016	Yes	0.00%
9th-12th	English/Language Arts	The College Board	Springboard, English Language Arts for 9-12	2017	Yes	0.00%
9th-12th	Advanced Algebra	Cengage	Advanced Algebra with Financial Application	2015	Yes	0.00%
9th-12th	Intro to College Math	McGraw-Hill	Beginning and Intermediate Algebra	2017	Yes	0.00%
9th-12th	Integrated Math	Houghton Mifflin Harcourt	Integrated Math Level 1-3	2015	Yes	0.00%
9th-12th	Pre-Calculus	Pearson Prentice Hall	Precalculus: Graphical Numerical Algebraic	2014	Yes	0.00%
9th-12th	Trigonometry	Pearson Prentice Hall	Precalculus: Graphical Numerical Algebraic	2014	Yes	0.00%
9th-12th	AP Calculus	Pearson	Calculus: Graphical, Numerical, Algebraic	2014	Yes	0.00%
9th-12th	Calculus	Prentice Hall	Calculus	2015	Yes	0.00%
9th-12th	AP Statistics	W. H. Freeman	The Practice of Statistics	2014	Yes	0.00%
9th-12th	Statistics	Pearson	Stats in Your World	2014	Yes	0.00%
11th-12th	AP American Government	McGraw Hill	American Democracy Now	2016	Yes	0.00%
12th	AP Economics	Glencoe/McGraw-Hill	Economics: Principles, Problems, and Policies	2006	Yes	0.00%
9th-12th	US History	Impact	Impact United States History	2019	Yes	0.00%
9th-12th	World History	Impact	Impact World History	2019	Yes	0.00%
9th-12th	Economics	Impact	Impact Economics	2019	Yes	0.00%
9th-12th	American Government	Impact	Impact American Government	2019	Yes	0.00%
9th-12th	AP European History	Prentice Hall	Western Heritage Since 1300	2015	Yes	0.00%
11th-12th	AP Psychology	BFW Wsorth	Psychology in Modules AP	2016	Yes	0.00%
11th-12th	AP US History	McDougal Littell	The American Pageant	2006	Yes	0.00%
9th-12th	AP World History	Bedford	Ways of the World	2016	Yes	0.00%
9th-12th	Psychology	Holt	Psychology	2005	Yes	0.00%
9th-12th	Sociology	Holt	Sociology	2007	Yes	0.00%
9th-12th	AP Biology	Pearson Prentice Hall	Campbell Biology	2014	Yes	0.00%
9th-12th	AP Chemistry	Prentice Hall	Chemistry: The Central Science	2014	Yes	0.00%
9th-12th	AP Environmental Science	Bedford, Freeman & Worth	Environmental Science	2014	Yes	0.00%
9th-12th	AP Physics	Pearson	College Physics	2014	Yes	0.00%
9th-12th	Biology	Pearson/Prentice Hall	California Biology	2007	Yes	0.00%
9th-12th	Chemistry	Glencoe/McGraw-Hill	Chemistry: Matter & Change	2007	Yes	0.00%
9th-12th	Geology	Holt, Rinehart & Winston	Earth Science	2007	Yes	0.00%
9th-12th	Marine Biology	Amsco Publications	Marine Biology and Oceanography 2nd Ed	2007	Yes	0.00%
12th	Organic Chemistry	John Wiley & Sons	Organic Chemistry	2018	Yes	0.00%
9th-12th	Physics	Holt, Rinehart & Winston	Physics	2007	Yes	0.00%
9th-12th	Physiology	Benjamin Cummings/ Pearson Ed.	Human Anatomy & Physiology	2007	Yes	0.00%
9th-12th	Forensic Science	Pearson/Prentice Hall	Forensic Science	2008	Yes	0.00%
9th-12th	AP French	Pearson	Allons Au-dela	2014	Yes	0.00%
9th-12th	AP Spanish Language	Vista Higher Learning	Temas	2014	Yes	0.00%
9th-12th	AP Spanish Lit.	Pearson	Reflexiones	2014	Yes	0.00%
9th-12th	French	Vista Higher Learning	Daccord Level 1-3	2015	Yes	0.00%
9th-12th	Spanish	McGraw-Hill	Asi Se Dice Level 1-3	2017	Yes	0.00%
9th-12th	Spanish	McGraw-Hill	El Español Para Nosotros Level 1-2	2017	Yes	0.00%

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

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

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, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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 first 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).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	54	60	62	33	38	41	48	50	50
Mathematics (Grades 3-8 and 11)	19	20	24	19	23	26	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
Student Groups	English-Language Arts					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	552	546	98.91	1.09	62.02	544	98.55	1.45	23.76
Male	273	267	97.80	2.20	53.76	267	97.80	2.20	17.6
Female	279	279	100.00	0.00	69.89	277	99.28	0.72	29.71
Black or African American	11	11	100.00	0.00	54.55	11	100.00	0.00	27.27
Hispanic or Latino	525	521	99.24	0.76	62.12	519	98.86	1.14	23.36
Socioeconomically Disadvantaged	516	512	99.22	0.78	62.43	510	98.84	1.16	23.18
English Learners	158	155	98.10	1.90	28.39	154	97.47	2.53	5.19
Students with Disabilities	52	52	100.00	0.00	3.85	52	100.00	0.00	1.96

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

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

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

College Entrance Info

University of California

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

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

California State University

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

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school Some campuses have higher standards for particular majors or students who live outside the local campus area.

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

UC/CSU Course Completion

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

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2018-19)	96.52%
Graduates Who Completed All Courses Required for UC/CSU Admission (2017-18)	54.32%

** Duplicated Count (one student can be enrolled in several courses).*

Career Technical Education (CTE) Programs (School Year 2018-19)

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
- Health Science and Medical Technology
- Public Service
- Building and Construction Trades
- Manufacturing and Product Development
- Transportation

On-Campus Courses

- Advanced Law Enforcement
- Advanced Sports Medicine
- Chaffey College Auto Tech 10
- Chaffey College Auto Tech 416
- Chaffey College Auto Tech 455
- Emergency Responder
- EMT Fundamentals
- Fire Prevention
- Law Enforcement
- Nurse Assistant Certified (C.N.A.)
- Advanced Multimedia Design and Communication
- Advanced Theater Production
- Chaffey College Auto Tech 15
- Chaffey College Auto Tech 450
- Emergency Medical Technician
- Emergency Services
- Fire Behavior
- Introduction to Product Design and Manufacturing
- Multimedia Design and Communication
- 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, contact Tracey Vackar, Executive Director of College, Careers and Economic Development, at (909) 357-7600 ext 29180, or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

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

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participated in CTE programs?	751
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	98.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	94.0%

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the District is required by the state to administer a physical fitness test to all students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas.

This table displays by grade level the percent of students at the school meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone 2018-19

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	31.8%	19.6%	28.0%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Engagement

State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2019-20)

Parents are encouraged to get involved in Fontana High School's learning community by volunteering at the school, attending school/district events and meetings, or sharing in the decision-making process. Events such as Back-to-School Night, College Application day, FAFSA/Dream Act, ninth grade orientation, advanced placement, AVID, and WASC provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are encouraged to support their children and the school by chaperoning student activities, attending school performances and athletic events.

The principal invites parents to join her monthly Coffee with the Principal meetings. This is an opportunity to openly discuss all aspects of the school and share in shaping the school culture. The School Site Council (SSC), English Learner Advisory committee (ELAC), District English Learners Advisory Committee (DELAC), district LCAP, Positive Behavior Intervention System (PBIS) and a multitude of other programs are available for parents to participate in. Any Steeler parent looking to get more involved is encouraged to contact the school for more information about any of these meetings, activities, etc.

Our Parent Center is in PL 53. The Parent Center serves as a one-stop place for parents to get information on their student's progress, school information, as well as all school activities and services. There are also many community services available through the center, including workshops, classes and other activities.

All parents have access to their child's attendance and ongoing academic record online through Q Connect. If parents need assistance to access this, they can contact the school office and speak with our School Outreach Liaison. Connect5 is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. We send a weekly newsletter bulletin every Sunday evening to all parents and staff members about what is going on the following week. Parents can also access the school website (www.fontanahigh.org) which features general information about the school, staff, and programs. In front of the school, the marquee is updated weekly with special announcements and reminders. Staff email addresses are available on the high school's website and parents are encouraged to take advantage of this communication tool.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates

Fontana High School's teachers and administrative staff have received training and are skilled in developing ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences with counselors and administrators, home visits by the community liaison or attendance clerks, School Attendance Review Board (SARB), Saturday School, independent study coordinator, referral to continuation high schools, referral to Student Intervention Team process, an online credit recovery program before/during/after school, concurrent enrollment in a community college, CTE, summer programs, 0th and 7th period, work experience, and adult education.

The chart displays dropout and graduation rates for the most recent three-year period. Data from the 2018-19 school year was unavailable at the time of publication. Note: The National Center for Education Statistics graduation rate is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	15-16	16-17	17-18	15-16	16-17	17-18
School	3.3%	2.1%	2.1%	94.7%	94.6%	96.5%
District	6.8%	6.0%	6.6%	90.1%	90.6%	90.0%
State	9.7%	9.1%	9.6%	83.8%	82.7%	83.0%

State Priority: School Climate

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

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

Discipline & 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 Alternative 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.

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.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	4.95	2.58	3.40	0.19	0.07	0.30
District	4.20	3.88	3.20	0.08	0.04	0.10
State	3.65	3.51	3.50	0.09	0.08	0.10

Safe School Plan (School Year 2019-20)

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in August 2019. 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.

Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
17	18	19	17	18	19	17	18	19	17	18	19	
By Subject Area												
English	25	23	25	35	39	33	61	60	53	13	18	26
Mathematics	24	25	24	23	30	25	57	43	59	14	24	14
Science	30	27	27	7	17	16	28	28	30	36	37	35
Social Science	27	26	25	15	16	20	38	33	37	14	22	21

Counseling & Support Staff (School Year 2018-19)

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.

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.

The charts display support staff available to students at the school in the reporting year. 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.

Academic Counselor to Student Ratio	
2018-19	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	409

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	6	6.0
Library Media Services Staff (Paraprofessional)	1	1.0
Nurse	1	0.3
Psychologist	2	2.0
Resource Specialist (non-teaching)	1	1.0
Speech/Language/Hearing Specialist	1	0.6

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			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	76	171	273

Additional Internet Access/Public Libraries

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

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

Advanced Placement Classes (School Year 2018-19)

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	
	# of Courses
Fine and Performing Arts	1
English	5
Foreign Language	1
Mathematics	3
Science	4
Social Science	9
Totals	31
Percent of Students in AP Courses	22.2%

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

District Expenditures (Fiscal Year 2017-18)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. 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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,519
From Supplemental/Restricted Sources	\$1,497
From Basic/Unrestricted Sources	\$6,022
District	
From Basic/Unrestricted Sources	\$5,731
Percentage of Variation between School & District	5.1%
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	-19.8%

Teacher & Administrative Salaries (Fiscal Year 2017-18)

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2017-18		
	District	State
Beginning Teachers	\$47,739	\$48,612
Mid-Range Teachers	\$80,449	\$74,676
Highest Teachers	\$102,495	\$99,791
Elementary School Principals	\$121,535	\$125,830
Middle School Principals	\$121,535	\$131,167
High School Principals	\$133,944	\$144,822
Superintendent	\$250,000	\$275,796
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	4.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

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.

Average Teacher Salaries	
School & District	
School	\$108,708
District	\$84,509
Percentage of Variation	28.6%
School & State	
All Unified School Districts	\$82,403
Percentage of Variation	31.9%

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).