



Fontana Unified Fontana Middle

2023-2024 School Accountability Report Card



SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

Miki Inbody
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DISTRICT INFORMATION

Fontana Unified
9680 Citrus Ave.
Fontana, CA 92335,
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BOARD OF EDUCATION

Adam Perez, President
Danielle Holley, Vice President
Angel Ramirez, Member
Mary Sandoval, Member
Marcelino "Mars" Serna, Member
Adriana-Rene Humber,
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 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 STATEMENTS

DISTRICT MISSION

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

DISTRICT VISION

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

CORE VALUES

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

CORNERSTONES OF SUCCESS

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

DISTRICT 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:

I want to welcome you to another exciting year at Fontana Middle School, home of the Mighty Trojans! It is an honor and a privilege to serve the students and parents of Fontana Middle School. I am grateful for our wonderful team of teachers and support personnel who work tirelessly to make our school a safe place for all children to learn. This year your children will learn to prepare their path to college...No Excuses! Our teachers understand the enormous responsibility they have in making this a reality for ALL students. We are fully committed toward ensuring that every single student reaches proficiency in English Language Arts and Math.

The path to college begins in preschool. For this reason, we will work collaboratively across all grade levels to maintain an effective instructional program that will prepare every child for a four year university if that is what he/she chooses. Success for ALL students is guaranteed when we establish a culture of universal achievement. Fontana Middle School teachers will promote this culture of universal achievement by embracing the following core beliefs:

- * All Students Can Learn! All FMS Trojans Will Be Prepared To Go To College...No Excuses!
- * Active Parent Engagement is Key to Student Success!
- * Failure, Negativity, and Deficit Thinking are Not Acceptable!
- * Teachers and Staff Lovingly Serve All Students!
- * Effective Direct Instruction is the First Line of Intervention!
- * Assessment Data will drive the Instruction.

We have made a commitment to excellence, but we cannot accomplish this vision without your support. The strength of our partnership will help our students overcome any obstacle that may arise. Your children need your support and encouragement to come to school on time and ready to learn every single day! They need to know that both their parents and their teachers have a genuine and uncompromising interest in their learning. We must work together to enable all our children to develop perfect attendance, excellent behavior, strong study habits, and a laser-like focus on learning. These essential qualities and a deep knowledge of self will prepare them to succeed in college and beyond. Together we will hold all our students to the highest academic and social standards...No Excuses! Only by working together, can we eliminate bullying from our campus. We ask that you become an active participant in your children's education.

SCHOOL PROFILE

Fontana Middle School has a rich history. The school opened in 1928, and some of the original buildings are listed in the Fontana Historical Registry. Many of Fontana's community leaders were educated within its walls. Fontana Middle School places a major emphasis on the future, effecting positive changes in the learning environment to meet the needs, presenting new challenges, and striving for the academic excellence of its students. High standards in achievement, attendance, and attitude are expected of all students and staff.

Everyone at Fontana Middle School takes advantage of innovative methods to improve curriculum development, increasing the use of technology in all content areas, and emphasizing progressive staff training concepts and techniques to ensure students are prepared to experience success in high school and in the future.

Students are grouped into teams; each team has an assigned group of teachers for core subject areas, creating a "family" type of structure. The team concept creates a sense of belonging which is especially helpful for incoming sixth grade students.

The team structure enables teachers to collaborate effectively in Professional Learning Communities (PLC) across all content areas on individual student progress. Each team has chosen a college to name their team after and has adopted the chosen college's mascot.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	48.80
Male	51.20
Non-Binary	
American Indian or Alaska Native	0.20
Asian	0.20
Black or African American	3.50
Filipino	0.40
Hispanic or Latino	92.00
Native Hawaiian or Pacific Islander	0.20
White	2.90
Two or More Races	0.50
EL Students	33.00
Foster Youth	0.70
Homeless	1.50
Military	
Socioeconomically Disadvantaged	92.30
Migrant Education	
Students with Disabilities	12.00

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
6th	358
7th	348
8th	413
Total	1119

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)	36.00	68.15	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	19.70	1.15	12,115.80	4.41
Unknown	16.80	31.83	407.00	23.67	18,854.30	6.86
Total Teaching Positions	52.90	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)	47.80	91.75	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	5.54	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.42	31.90	1.82	11,953.10	4.28
Unknown	1.10	2.26	87.80	5.02	15,831.90	5.67
Total Teaching Positions	52.10	100.00	1,749.90	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.30	89.50	1,564.80	90.61	231,142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	3.78	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.06	35.40	2.05	11,746.90	4.23
Unknown	2.90	5.64	84.90	4.92	14,303.80	5.15
Total Teaching Positions	52.80	100.00	1,726.90	100.00	277,698.00	100.00

Teachers Without Credentials and Misassignments			
	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	2.90	2.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.90	2.90

Credentialed Teachers Assigned Out-of-Field			
	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.20	0.50
Total Out-of-Field Teachers	0.00	0.20	0.50

Class Assignments			
	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5.10	3.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.70	0.00	0.00

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 4, 2024, and adopted Resolution # 24-32 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.

2024-25 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: 6th-8th / Course: English/Language Arts, English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (State)	0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (State)	0
	Grade: 8th / Course: Integrated Mathematics / Publisher: Houghton Mifflin / Series: Integrated Math / Adoption: 2015	Yes (State)	0
History / Social Science	Grade: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2019	Yes (State)	0
	Grade: 7th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Medieval World and Beyond / Adoption: 2019	Yes (State)	0
	Grade: 8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The US Through Industrialism / Adoption: 2019	Yes (State)	0
Science	Grades: 6th-8th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 6th-8th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice / Adoption: 2017	Yes (State)	0
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.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	03/27/2024
Data Collected:	March 2024
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	GOOD	SHOP BLDG/ RM S1: 4. CARPET IS WORN. P RM H-7: 4. CARPET IS WORN AND STAINED. RM G 103: 4. CEILING TILE HAS HOLE. MEDIA, RM C 2: 4. CEILING TILES ARE LOOSE. RM L 1, RM L 11, RM L 9 A, RM L 2, RM L 3, RM L 4, RM L 5, RM L 12, RM L 6, RM L 10, RM L 9: 4. FLOOR IS WORN. RM G1-E1, RM H 5, RM G 202, RM G 102, RM C 3, RM G 204, RM G 103, RM C 2: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	RM G 102, P RM H-8: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. RM L 12, RM L 6, RM L 10, RM C 4, RM G201: 7. ELECTRICAL CORDS ARE DAISY CHAINED. RM C 1, RM C 3, RM G 103, RM C 2, RM L 8A: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD. RM H 4: 7. ELECTRICAL COVER IS MISSING ON CONDUIT. RM G204: 7. ELECTRICAL COVER IS MISSING ON WALL NEAR ENTRY. RM L 9: 7. EXPOSED WIRES ON WALL.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	
SAFETY: Fire Safety, Hazardous Materials	GOOD	RM C 2, RM H 5: 10. PLUG IN AIR FRESHENER IN USE. ADMIN BLDG: 11. PAINT CHIPPING ON GUTTERS. LIBRARY, STORAGE RM H 1: 11. PAINT IS CHIPPING ON EAVE. RM L 10: 11. PAINT IS CHIPPING ON WALL.
STRUCTURAL: Structural Damage, Roofs	GOOD	SHOP BLDG/ RM S1: 12. DRY ROT ON DOOR FRAME. P RM H-8: 12. DRY ROT ON SKIRTING. LIBRARY: 12. DRY ROT ON TRIM. RM L4: 12. WALL IS DAMAGED.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	P RM H-7: 14. TRIP HAZARD AT RAMP ENTRY. RM L5, RM G202: 15. DOOR DOES NOT CLOSE PROPERLY.

SCHOOL FACILITIES

Age and Condition of Facilities

Fontana Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1928, the school sits on 15.79 acres and includes a library, 50 permanent classrooms, 6 portable classrooms, four computer labs, a gym, flex/science labs, a math/computer lab, a teacher's workroom/lunchroom, an auditorium, and a cafeteria. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. Our newest building (G Building) opened in October 2007; the two-story facility features four flex/science labs, six classrooms, two sets of restrooms, and two storage rooms. The auditorium, gym, and locker rooms were modernized in 2012. The school recently resurfaced the blacktop, planted new trees, and painted various murals throughout the campus. Future projects include installing an additional snack booth for the students and remodeling the staff lounge for the teachers.

Campus Supervision

School staff have established a proactive relationship with students - establishing a "presence of peace" on campus. In the morning as students arrive on campus, one campus security officer, the assistant principal, and 12 assigned teachers are stationed at strategic locations on campus to monitor student activities. During lunch, one campus security officer, the assistant principal, and the noon aide circulate in and around the cafeteria and common areas to supervise students. At the end of the school day, all teachers, both campus security officers, and the assistant principals are stationed at the exit gates to ensure students leave campus in a safe and orderly manner.

Fontana Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, 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 which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the principal for review. All emergency work orders are called in immediately to the district's maintenance department. Upon approval, the principal forwards work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. All requests for major projects are reviewed by the principal before submission to Maintenance and Operations. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian, three full-time evening custodians are assigned to Fontana Middle School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day by the custodian, campus security officers, and school administrators and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: Prop 39 replacement of multiple HVAC systems.

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			District			State		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	26	21	23	34	35	37	47	46	47
Mathematics (Grades 3-8 and 11)	16	15	14	18	21	23	33	34	35
Science (Grades 5, 8, and 10)	13	13	15	16	17	19	29	30	31

Assessment Results by Student Group - English Language Arts

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1131	1108	97.97	2.03	23.04
Male	581	566	97.42	2.58	19.29
Female	550	542	98.55	1.45	26.94
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	42	36	85.71	14.29	13.89
Filipino	--	--	--	--	--
Hispanic or Latino	1040	1025	98.56	1.44	23.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	30	100.00	0.00	23.33
Two or More Races	--	--	--	--	--
EL Students	350	345	98.57	1.43	3.19
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	20.83
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1025	1004	97.95	2.05	22.73
Migrant Education	0	0	0	0	0
Students with Disabilities	131	127	96.95	3.05	4.72

Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1131	1110	98.14	1.86	14.14
Male	581	567	97.59	2.41	15.87
Female	550	543	98.73	1.27	12.34
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1040	1027	98.75	1.25	14.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	29	96.67	3.33	6.90
Two or More Races	--	--	--	--	--
EL Students	350	346	98.86	1.14	2.60
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1025	1005	98.05	1.95	13.83
Migrant Education	0	0	0	0	0
Students with Disabilities	131	128	97.71	2.29	5.47

Assessment Results by Student Group - Science

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	419	411	98.09	1.91	15.61
Male	218	211	96.79	3.21	17.06
Female	201	200	99.50	0.50	14.07
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	389	384	98.71	1.29	15.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	129	127	98.45	1.55	0.00
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	380	372	97.89	2.11	14.56
Migrant Education	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	10.53

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/>.

2023-24 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
7th	97	97	97	96	97

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2023-24	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1225	1184	236	19.9
Female	598	577	109	18.9
Male	627	607	127	20.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	51	45	15	33.3
Filipino	--	--	--	--
Hispanic or Latino	1116	1083	205	18.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	37	9	24.3
Two or More Races	--	--	--	--
EL Students	431	420	73	17.4
Foster Youth	12	--	--	--
Homeless	31	28	5	17.9
Military	--	--	--	--
Socioeconomically Disadvantaged	1125	1089	224	20.6
Migrant Education	--	--	--	--
Students with Disabilities	145	137	33	24.1

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 become involved in Fontana Middle School’s learning community. Parents may volunteer to chaperone school events or field trips. Classroom and Library Helper, Chaperone Activities, awards assemblies, and band concerts provide opportunities for parents to support their child’s interests and academic efforts. Back-to-School Night, Student Performance, Student Recognition Assemblies, The School Site Council, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and school activities.

The school’s Parent Project offers a variety of classes, including Adults ESL, Citizenship, Parenting, Nutrition, and Literacy, Adult GED classes, Zumba, and Parenting Classes for Adolescent Youth. The school also has an elementary/middle school program for parents with the Mexican Consulate.

School-to-home communication is provided in both English and Spanish. The school marquee features important reminders and announcements. Parents may visit the school’s website (www.fusd.net) to obtain general information. Progress reports are issued every four weeks and report cards are issued at the end of each semester. TeleParent is an Internet-based telephone messaging system that forwards important school news and announcements weekly to each student’s home.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in December 2024. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools’ Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	7.57	8.72	2.37	0.00	0.00	0.00
District	3.27	3.80	2.38	0.04	0.03	0.01
State	3.17	3.60	3.28	0.07	0.08	0.07

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	2.37	0.00
Female	1.51	0.00
Male	3.19	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.84	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	2.32	0.00
Foster Youth	0.00	0.00
Homeless	6.45	0.00
Military	--	--
Socioeconomically Disadvantaged	2.58	0.00
Migrant Education	0.00	0.00
Students with Disabilities	2.07	0.00

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.

2023-24 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	559.5

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	
2023-24	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0.1
Other	

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 Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
K	21	20	22	49	49	48	34	53	24	26	5	26
Other		0			0			0			0	

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
English	25	23	20	11	13	21	21	27	18	7	2	7
Mathematics	25	23	20	11	14	19	19	23	19	6	2	6
Science	29	28	24	2	4	10	18	17	12	6	7	10
Social Science	29	28	24	2	4	10	18	17	6	6	7	15

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

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 8,467.86
School: From Supplemental/Restricted Sources	\$ 1,658.26
School: From Basic/Unrestricted Sources	\$ 6,809.60
District: From Basic/Unrestricted Sources	\$ 7,438.96
Percentage of Variation between School & District	-8.46 %
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	-36.78 %

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.

2022-23 Average Salary Information		
	District	State
Beginning Teachers	\$ 56,885.00	\$ 56,572.74
Mid-Range Teachers	\$ 91,736.00	\$ 87,185.69
Highest Teachers	\$ 123,294.00	\$ 119,664.66
Elementary School Principals	\$ 142,090.00	\$ 148,486.09
Middle School Principals	\$ 144,894.00	\$ 154,835.19
High School Principals	\$ 153,959.00	\$ 170,007.96
Superintendent	\$ 310,000.00	\$ 338,699.13
Teacher Salaries	30.69 %	31.41 %
Administrative Salaries	4.16 %	4.86 %

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.

2022-23 Average Teacher Salary	
School	\$ 96,295.02
District	\$ 98,445.00
Percentage of Variation between School & District	-2.18 %
All Similar School Districts	\$ 94,625.00
Percentage of Variation between School & State	1.76 %

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			
	2022-23	2023-24	2024-25
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 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 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 Middle School are guided by school rules and behavior expectations established by the Fontana Unified School District and that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss 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 applied in the classroom; students who continue demonstrating poor conduct are referred to an assistant principal for further intervention. When administering consequences, the 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 Middle School experiences a very low incidence of suspensions and expulsions. The principal or assistant principal may refer students to the Academic Intervention Class (AIC) which provides an alternative solution to suspension. Students receive one-on-one instruction from a certificated teacher with regular course work.