Fontana Unified
Virginia Primrose Elementary
2024-2025 School Accountability Report Card

Published: January 2026

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BOARD OF EDUCATION
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SARC INFORMATION
Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.
- Visit the CDE CDE SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD
The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

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

DISTRICT 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:
Welcome to Virginia Primrose Elementary School's Annual School Accountability Report Card and thank you for taking the time to explore it. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component that every school in California must issue.
It is the belief of Virginia Primrose Elementary School that students can and will excel in an environment that is tailored to their evolving needs. Our performance on state assessments during the past five years reflects the strides and areas for growth. Although we recognize our areas of needs and concern, we look forward to working collaboratively with our families to meet our academic goals from the state, district and federal government.
We are beginning implementation of Positive Behavior Interventions and Supports (PBIS) to continue to develop a safe and positive climate for all our students. We have partnered with the San Bernardino County Superintendent of Schools to train our PBIS team for successful implementation. In addition, we are in Year 1 of AVID Implementation Strategies in Grades 3-5. Student Voice is at the forefront of our work and we are in the process of offering pathways in engineering, art, dance, and video production to ensure our students have ample opportunities to experience a variety of pathways that promote engagement, collaboration, and critical thinking.
Our hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.
Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Virginia Primrose Elementary School change with the times and maintain flexibility in this and future generations.

SCHOOL PROFILE
Virginia Primrose Elementary School is a Title I school with grades K-5. Located in northeast Fontana right at the boundary with Rialto, our school is home to 400 scholars. Virginia Primrose has the highest percentage of unduplicated students (99%) in Fontana Unified School District who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. Our school currently has a variety of programs to meet the educational needs of our scholars. We have an Early Childhood program for 3-4 year olds who have an Individualized educational plan along with our Moderate-Severe Program
Our mission is to prepare all students to become critical thinkers, readers, and writers in their journey for future college and career readiness. Virginia Primrose Elementary provides the state approved Common Core standards, which were approved by the Fontana Unified School District Board of Trustees and the California State Board of Education.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	43.80
Male	56.30
Non-Binary	
American Indian or Alaska Native	0.60
Asian	1.50
Black or African American	7.10
Filipino	0.30
Hispanic or Latino	84.20
Native Hawaiian or Pacific Islander	
White	4.20
Two or More Races	2.10
EL Students	26.80
Foster Youth	0.90
Homeless	2.10
Military	
Socioeconomically Disadvantaged	82.40
Migrant Education	
Students with Disabilities	21.10

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
K	56
1st	42
2nd	56
3rd	62
4th	61
5th	59
Total	336

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.

INSTRUCTIONAL MATERIALS
Sufficiency of Instructional Materials
Fontana Unified School District held a public hearing on September 3, 2025, and adopted Resolution # 25-27 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.

2025-26 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: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015 Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015	Yes (State) Yes (State)	0 0
History / Social Science	Grades: K-3rd / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020 Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State) Yes (State)	0 0
Science	Grades: K-5th / Course: Science / Publisher: Twig Education / Series: Twig Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

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						
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)	21.30	97.93	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)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	2.07	31.90	1.82	11,953.10	4.28
Unknown	0.00	0.00	87.80	5.02	15,831.90	5.67
Total Teaching Positions	21.70	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)	19.70	94.82	1,564.80	90.61	231,142.40	83.24
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)	0.10	0.77	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	1.97	35.40	2.05	11,746.90	4.23
Unknown	0.50	2.40	84.90	4.92	14,303.80	5.15
Total Teaching Positions	20.80	100.00	1,726.90	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	96.61	1,569.70	91.57	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	0.55	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	34.10	1.99	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.97	36.40	2.12	12,112.80	4.34
Unknown	0.50	2.42	64.60	3.77	13,705.80	4.91
Total Teaching Positions	20.60	100.00	1,714.30	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	**2022-23**	**2023-24**
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.10	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10	0.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	**2022-23**	**2023-24**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.40	0.40	0.20
Total Out-of-Field Teachers	0.40	0.40	0.20

Class Assignments			
	2021-22	**2022-23**	**2023-24**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5.50	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

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.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	03/25/2025
Data Collected:	March 2025
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	P- 25: 2. AC IS NOT WORKING PROPERLY (ROOM MUGGY). ADMIN BLDG, RM 8: 2. AC UNIT IS NOT WORKING PROPERLY (PER STAFF). (Work orders submitted)
INTERIOR: Interior Surfaces	FAIR	P- 21, P- 22: 4. CARPET HAS TEARS/ WORN/ HAS WAVES/ TRIP HAZARD. P- 23: 4. CARPET HAS WAVES/ WORN/ TRIP HAZARD. P- 33: 4. CARPET IS TORN. P- 31: 4. CARPET IS WORN. P- 24: 4. CARPET IS WORN WITH WAVES. RM 17: 4. CEILING TILE IS BROKEN. P- 28: 4. TRIP HAZARD CARPET WAVY/ WORN. P- 23, P- 28, RM 14, RM 15, RM 4, RM 7, RM 8, WRK RM, RM 2/ PRESCHOOL HALLWAY: 4. WATER STAIN CEILING TILES. STAFF LOUNGE: 4. WATER STAINS ON WOOD BEAMS. (Work orders submitted)
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	RM 9: 9. FAUCET IS DRIPPING. RM 7: 9. SINK AND DRINKING FOUNTAIN NOT WORKING. (Work orders submitted)
SAFETY: Fire Safety, Hazardous Materials	GOOD	
STRUCTURAL: Structural Damage, Roofs	GOOD	P- 19: 12. FLOOR IS SLANTED ON BOTH SIDES. (Work order submitted)
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	PLAYGROUNDS: 14. HOLES IN RUBBER MATTING. P- 23: 14. TRIP HAZARD AT RAMP ENTRY. P- BOYS RR, P- GIRLS RR: 14.WATER POOLS ON RAMP AND LEAKS INTO RESTROOMS. (Work orders submitted)

SCHOOL FACILITIES
Age and Condition of Facilities
Virginia Primrose Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1980, the school sits on nine acres and includes a library, 14 permanent classrooms, 18 portable classrooms, 1 computer labs, 4 special education rooms with two sets of restrooms, a staff lounge, a teacher work room, and a cafeteria/multipurpose room. The school is working on increasing the number of growth mindset murals to promote positive messages to all our scholars.
Each morning before school starts, the principal greets students and staff a “good morning” as he circulates throughout the campus. Two school aides are on the playground and one school aide is assigned to the cafeteria supervising breakfast activities. During recess, three school aides monitor playground activity.
At lunch time, the custodian and one school aide are assigned to the cafeteria, two additional noon aides are assigned to monitor the playground area. At the end of the school day, teachers are assigned after school duty to designated exit gates, one teacher is assigned to the bus loading zone to ensure students depart in a safe and orderly manner. Virginia Primrose Elementary 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.

One full-time day custodian and two full-time evening custodians are assigned to Virginia Primrose Elementary 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 and supplies are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues. 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 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. 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.

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: add floor drains in the kitchen.

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.

San Bernardino County Williams Inspection Results

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. The county facilities inspection has not yet been completed. The site is scheduled for a site visit between January and February 2026.

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.https://caaspp-elpac.ets.org/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		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	21	28	23	35	37	40	46	47	48
Mathematics (Grades 3-8 and 11)	14	18	25	21	23	26	34	35	37
Science (Grades 5, 8, and 10)	10	15	20	17	19	22	30	31	33

Assessment Results by Student Group - English Language Arts					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	186	180	96.77	3.23	23.33
Male	102	99	97.06	2.94	23.23
Female	84	81	96.43	3.57	23.46
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	156	150	96.15	3.85	22.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	40	36	90.00	10.00	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	150	97.40	2.60	20.67
Migrant Education	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	2.22

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	186	183	98.39	1.61	24.59
Male	102	100	98.04	1.96	29.00
Female	84	83	98.81	1.19	19.28
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	156	153	98.08	1.92	22.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	40	39	97.50	2.50	2.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	151	98.05	1.95	23.18
Migrant Education	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	6.67

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	64	64	100.00	0.00	20.31
Male	35	35	100.00	0.00	28.57
Female	29	29	100.00	0.00	10.34
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	52	52	100.00	0.00	17.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	55	100.00	0.00	20.00
Migrant Education	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	6.67

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/.

2024-25 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
5th	89	89	89	89	89

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)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	381	371	136	36.7
Female	170	166	65	39.2
Male	211	205	71	34.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	27	27	11	40.7
Filipino	--	--	--	--
Hispanic or Latino	322	314	117	37.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	2	14.3
Two or More Races	--	--	--	--
EL Students	109	106	35	33.0
Foster Youth	--	--	--	--
Homeless	14	14	7	50.0
Military	--	--	--	--
Socioeconomically Disadvantaged	323	315	110	34.9
Migrant Education	--	--	--	--
Students with Disabilities	92	90	44	48.9

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 Virginia Primrose Elementary School's learning community by volunteering, attending school events, or sharing in the decision-making process. Events such as Back-to-School Night, Open House, Kindergarten Orientation, Coffee with the Principal, English Learner Advisory Council, Cultural Celebration, district competitions, and seasonal celebrations provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.
All school-to-home communication is provided in both English and Spanish. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. On occasion, flyers and letters are sent home to remind parents of school activities or important events. At the end of the year, the principal issues a letter to all parents to express appreciation for everyone's efforts in supporting Virginia Primrose Elementary School.

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 2025. 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		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	2.08	0.51	0.52	0.00	0.00	0.00
District	3.80	2.38	2.32	0.03	0.01	0.05
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	0.52	0.00
Female	0.00	0.00
Male	0.95	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.31	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	0.92	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.62	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	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.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	336

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	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	As Needed
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**		
	23	**24**	**25**	**23**	**24**	**25**	**23**	**24**	**25**	**23**	**24**	**25**
K	25	14	14	2	3	2	2	0	2	1	0	0
1st	20	13	11	4	3	4	2	2	0	1	0	0
2nd	26	13	14	2	4	2	2	2	2	1	0	0
3rd	15	15	16	6	3	2	2	2	2	1	0	0
4th	16	23	29	7	4	1	1	2	2	1	2	1
5th	20	25	19	5	5	3	2	3	2	1	2	1
Other	10	35	101	1	6	1	0	0	0	0	1	1

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.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 11,489.23
School: From Supplemental/Restricted Sources	$ 2,895.45
School: From Basic/Unrestricted Sources	$ 8,593.77
District: From Basic/Unrestricted Sources	$ 7,763.42
Percentage of Variation between School & District	10.70 %
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	-22.90 %

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.

2023-24 Average Salary Information		
	District	**State**
Beginning Teachers	$ 56,885.00	$ 60,862.67
Mid-Range Teachers	$ 91,736.00	$ 93,575.04
Highest Teachers	$ 124,609.00	$ 125,548.29
Elementary School Principals	$ 146,310.00	$ 157,644.72
Middle School Principals	$ 151,473.00	$ 165,340.66
High School Principals	$ 170,605.00	$ 182,579.89
Superintendent	$ 314,904.00	$ 357,064.20
Teacher Salaries	30.67 %	30.36 %
Administrative Salaries	4.28 %	4.88 %

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.

2023-24 Average Teacher Salary	
School	$ 86,480.48
District	$ 100,077.00
Percentage of Variation between School & District	-13.59 %
All Similar School Districts	$ 100,333.00
Percentage of Variation between School & State	-13.81 %

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			
	2023-24	**2024-25**	**2025-26**
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

Our Primrose staff has taken active steps to provide support in supporting the social emotional needs of our students by implementing Positive Behavior Intervention Supports (PBIS). Our staff has attended restorative practice training to implement restorative circles in their classrooms. Our school counseling programs aim to support TIER I, TIER II, and Tier III needs. Our counselor provides monthly lessons in all our classrooms using the 2nd Step Program. Our counselor provides group counseling services to students in Tier II, and individual counseling for students in Tier III who need more intensive social emotional support. rules and behavior expectations are guided by school rules, classroom management plans, and district expectations to foster good choices in behavior. At the beginning of the school year, the principal visits each classroom to discuss school rules, behavior expectations, no-bullying policies, and sexual harassment policies (upper grades only). Each student is given a parent/student handbook (English and Spanish) which outlines district policies and school rules.

For those students who continue having difficulty making good choices, school staff explore the behavior and identify the triggers to develop a behavior plan to prevent poor conduct in the future. When behavior plans are not successful and class lessons are disrupted, more serious disciplinary measures are imposed. Students are referred to the principal for further intervention such as a phone call to parents/guardians, parent conferences, counseling, suspension, and in some cases expulsion.