



Fontana Unified Hemlock Elementary

2024-2025 School Accountability Report Card



Published: January 2026

SCHOOL ADMINISTRATION

Adam Andersen
adam.andersen@fusd.net

SCHOOL INFORMATION

3667710611173
15080 Miller Ave.
Fontana, CA 92336
(909) 357-5470
www.fusd.net

DISTRICT INFORMATION

Fontana Unified
9680 Citrus Ave.
Fontana, CA 92335
(909) 357-7600

BOARD OF EDUCATION

Angel Ramirez, President
Marcelino "Mars" Serna,
Vice President
Adam Perez, Member
Danielle Holley, Member
Mary Sandoval, Member
Ashley Suarez,
Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
miki.inbody@fusd.net
Leslie Barnes, Ed.D.
Associate Superintendent,
Business Services
Christopher Hollister, Ed.D.
Interim Associate Superintendent,
Teaching & Learning
Caroline Labonte
Interim 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:

Our goal at Hemlock is to ensure the success and growth of every student. Hemlock staff are highly qualified and trained in the implementation of Common Core State Standards, which focus on developing the critical thinking skills necessary to achieve success at Hemlock and beyond. Teachers regularly take opportunities to strengthen their skills through collaboration with colleagues and professional development. Our current focus is the implementation of authentic cognitive engagement as well as differentiated instruction in each classroom. Through these practices, teachers develop instructional plans that motivate students to participate while, at the same time, address their specific individualized needs. As a result, students continue to grow academically. Student achievement is increased when staff and parents work together as partners to support students in the learning process. In order to make sure our students continue to achieve, it is essential that they learn positive habits that will contribute to their success. Among the top of these habits is attendance. Being present at school is essential for learning to take place, and we encourage all students to come to school each day on time in order to maximize their learning.

SCHOOL PROFILE

Hemlock Elementary School has earned three very prestigious honors: the 2006 and 2010 California Distinguished School Awards and the 2006 Title I Achieving School Award. These honors are directly attributed to the dedication, efforts, and support of Hemlock's teachers, parents, and students. Hemlock Elementary School is fortunate to have an experienced staff of caring teachers, always considering what is best for the students and modeling respectful, responsible, and safe behavior.

A state preschool program is on campus and open to eligible 2-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. There is also a City of Fontana After School Program offering supervision and activities until 6pm.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	52.10
Male	47.90
Non-Binary	
American Indian or Alaska Native	
Asian	7.70
Black or African American	8.70
Filipino	5.20
Hispanic or Latino	68.30
Native Hawaiian or Pacific Islander	
White	8.70
Two or More Races	1.40
EL Students	15.50
Foster Youth	0.70
Homeless	3.30
Military	
Socioeconomically Disadvantaged	78.60
Migrant Education	
Students with Disabilities	9.60

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
K	99
1st	58
2nd	62
3rd	55
4th	65
5th	87
Total	426

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	Grade: TK / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: World of Wonders (part of the Reading Wonders Program) / Adoption: 2016	Yes (Local)	0
	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
Mathematics	Grade: TK / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (Local)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (State)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015	Yes (State)	0
History / Social Science	Grade: TK / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (Local)	0
	Grades: K-3rd / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
	Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
Science	Grade: TK / Course: Science / Publisher: McGraw Hill / Series: CA Inspire Science for Early Learners / Adoption: 2022	Yes (Local)	0
	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)	22.60	97.84	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)	0.50	2.16	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	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	23.10	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)	21.30	97.62	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)	0.30	1.51	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.05	35.40	2.05	11,746.90	4.23
Unknown	0.10	0.73	84.90	4.92	14,303.80	5.15
Total Teaching Positions	21.80	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)	23.30	96.56	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)	0.00	0.00	36.40	2.12	12,112.80	4.34
Unknown	0.80	3.44	64.60	3.77	13,705.80	4.91
Total Teaching Positions	24.10	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	0.50	0.30	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.30	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	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

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)	5.00	5.10	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:	03/24/2025
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	
INTERIOR: Interior Surfaces	FAIR	RM 18, RM K1, RM K2, LIBRARY, MPR, P- 21, RM 1, RM 10, RM 14, RM 16, RM 17, RM 19, RM 20, RM 3, RM 4, RM 5, RM 9: 4. WATER STAIN CEILING TILES. (Work orders submitted)
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	RM K3/ PRESCHOOL: 7. CONDUIT END CAP IS MISSING. RM 9: 7. WATER STAIN IN LIGHT DIFFUSER. (Work orders submitted)
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	RM 15: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE. RM 11: 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER. (Work orders submitted)
SAFETY: Fire Safety, Hazardous Materials	GOOD	RM K1: 10. PLUG IN AIR FRESHENER IN USE. (Work order submitted)
STRUCTURAL: Structural Damage, Roofs	GOOD	P- I 1: 12. DRY ROT ON SKIRTING. (Work order submitted)
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	P- I 1: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM ON WALKWAY. P- 23: 14. TRIP HAZARD AT SPALT CEMENT SEAM. P- 22: 14. TRIP HAZARD ON ASPHALT NEAR RAMP ENTRY. (Work orders submitted)

SCHOOL FACILITIES

Age and Condition of Facilities

Hemlock Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1993, the school sits on 9.05 acres and includes a library, a staff lounge, 25 permanent classrooms, four portable classrooms, a teacher's workroom, and a cafeteria/multipurpose room with a stage area.

Campus Supervision

The school opens for students to arrive at 7:20 am. Multiple staff members are present to welcome students and monitor policies and procedures in order to maintain safety. Students are monitored by school site aides and certificated teaching staff during recess, breakfast and lunch. During dismissal, kindergarten and 1st grade students are released from the south side gates and released to an authorized parent or guardian. Second through fifth grade students are escorted through the front gate near the administrative building. Second through fifth grade students who are being picked up by a vehicle are released through the northside gate near the bus area. Hemlock Elementary is a closed campus. During school hours, all visitors read and sign our volunteer policy, sign in and receive a visitor's badge when the visit has been authorized.

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 one full-time evening custodian is assigned to Hemlock 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 and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues. The principal, custodians, health office, administrative office and school site aides are assigned hand-held radios to maintain regular communication.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on 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.

The Maintenance Department identifies the scope of the project, and assigns it 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.

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 was completed on August 14, 2025. Results of the inspection conducted during the 2024-25 school year and corrective action taken by the district are provided.

The following good repair deficiencies were observed:

Section 8. Restrooms

- * Grounds (1): Electric hand dryers are damaged or broken

Section 11. Hazardous Materials

- * K2 (1): Materials labeled "keep out of reach of children" are within reach of children (1 remedied 8/14/25)

Section 12. Structural Damage

- * Grounds (1): Damage to fascia board or exterior trim

Section 14. Playground/School Grounds

- * Outdoor Eating Area (1): Seating and/or tables are broken, damaged or deteriorating

Section 15. Windows/Doors/Gates/Fences

- * Grounds (1): Screens are damaged

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)	37	38	37	35	37	40	46	47	48
Mathematics (Grades 3-8 and 11)	30	35	37	21	23	26	34	35	37
Science (Grades 5, 8, and 10)	13	33	39	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	207	206	99.52	0.48	37.38
Male	107	106	99.07	0.93	42.45
Female	100	100	100.00	0.00	32.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	40.00
Black or African American	22	22	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	138	137	99.28	0.72	34.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	18	18	100.00	0.00	50.00
Two or More Races	--	--	--	--	--
EL Students	21	21	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	164	99.39	0.61	34.15
Migrant Education	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	18.18

Assessment Results by Student Group - Mathematics

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	207	206	99.52	0.48	36.89
Male	107	106	99.07	0.93	45.28
Female	100	100	100.00	0.00	28.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	40.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	138	137	99.28	0.72	32.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	18	18	100.00	0.00	44.44
Two or More Races	--	--	--	--	--
EL Students	21	21	100.00	0.00	14.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	164	99.39	0.61	34.76
Migrant Education	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	27.27

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	88	88	100.00	0.00	38.64
Male	45	45	100.00	0.00	40.00
Female	43	43	100.00	0.00	37.21
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	35.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	71	100.00	0.00	35.21
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	100	100	100	100	100

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	447	438	89	20.3
Female	237	229	44	19.2
Male	210	209	45	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	33	4	12.1
Black or African American	41	40	11	27.5
Filipino	22	22	2	9.1
Hispanic or Latino	306	299	67	22.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	38	4	10.5
Two or More Races	--	--	--	--
EL Students	67	66	12	18.2
Foster Youth	--	--	--	--
Homeless	15	15	4	26.7
Military	--	--	--	--
Socioeconomically Disadvantaged	357	350	74	21.1
Migrant Education	--	--	--	--
Students with Disabilities	53	53	13	24.5

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 get involved in Hemlock Elementary School’s learning community. Parents may volunteer to work in the classrooms in accordance with our Volunteer/Visitor Guidelines. Annual events such as Back-to-School Night and Coffee with the Principal provide opportunities for parents to interact with school staff while supporting their child’s academic programs. The School Site Council and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information about volunteering their time to the school community may contact the principal or Community Aide at (909) 357-5470. Parent Square is an Internet-based messaging system that forwards personalized messages from school staff to each student’s home. Occasional memos, flyers, and letters are used as needed to relay special announcements and important reminders as well.

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	1.29	0.86	1.12	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	1.12	0.00
Female	0.00	0.00
Male	2.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.03	0.00
Black or African American	2.44	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	5.13	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Military	--	--
Socioeconomically Disadvantaged	0.56	0.00
Migrant Education	0.00	0.00
Students with Disabilities	3.77	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)	426

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)	1
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	29	25	3	2	2	3	1	3	1	1	1
1st	20	24	29	3	3	1	3	2	2	1	1	1
2nd	19	15	26	4	8	2	3	0	2	1	1	1
3rd	21	22	28	5	3	1	3	3	2	1	1	1
4th	23	24	33	4	5	2	2	3	2	2	2	2
5th	20	27	31	6	4	4	2	2	2	2	2	3
Other	5	21	0	1	1	0	0	0	0	0	1	0

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	\$ 10,504.39
School: From Supplemental/Restricted Sources	\$ 1,692.77
School: From Basic/Unrestricted Sources	\$ 8,811.62
District: From Basic/Unrestricted Sources	\$ 7,763.42
Percentage of Variation between School & District	13.50 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-20.94 %

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	\$ 85,671.78
District	\$ 100,077.00
Percentage of Variation between School & District	-14.39 %
All Similar School Districts	\$ 100,333.00
Percentage of Variation between School & State	-14.61 %

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

Students at Hemlock Elementary School are guided by school rules and behavioral expectations established by the Fontana Unified School District. Hemlock Elementary School generally does not experience high rates of disciplinary problems. Hemlock Elementary has implemented a multi-tiered support system to ensure all students have the necessary tools to make positive choices in their behavior while at school. The plan focuses on the following components: Be Respectful, Be Responsible, Be Safe. "Husky Bucks" are used to motivate and encourage students to resolve behavior issues on their own, reward students for making good choices, and teach students to learn from their mistakes. Classroom teachers and school administrators employ a progressive approach when working with students who have difficulty following school rules and making good choices. Consequences for poor behavior are administered in the classroom and may include a phone call to the referred student's parent. Students who continue to display unacceptable behavior are referred to the principal for further intervention. Tiered interventions are provided to students who need additional behavioral support. The goal is to ensure both physical and emotional safety for ALL of our students at all times. Classroom teachers review and discuss school rules and behavior expectations with students at the beginning of the school year. Each student is provided a student handbook which contains academic, behavior, and safety policies; students are required to review the handbook at home with their parents. School wide announcements are conducted daily and include encouraging words for students, reminding them to conduct themselves responsibly. During recess periods, noon aides, teachers, Elevo coaches, and the principal remind students as needed to follow playground rules and conduct themselves in a responsible manner. Students with perfect attendance are recognized each month. One student per classroom who demonstrates good citizenship or improves academic performance is selected by their teacher to receive the Student of the Month award. At semester assemblies, students with improved academics and good citizenship are honored as well.