



# Fontana Unified School District

## 2024-2025 District Accountability Report Card

**SUPERINTENDENT**  
**Miki Inbody**  
**miki.inbody@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](http://www.fusd.net).

### DISTRICT MISSION

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

### DISTRICT VISION

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

### 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

## ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

| Enrollment by Student Group         |            |
|-------------------------------------|------------|
| 2024-25                             | Percentage |
| Female                              | 48.7       |
| Male                                | 51.3       |
| Non-Binary                          | < 0.1      |
| American Indian or Alaska Native    | 0.1        |
| Asian                               | 2.2        |
| Black or African American           | 5.2        |
| Filipino                            | 1.2        |
| Hispanic or Latino                  | 85.8       |
| Native Hawaiian or Pacific Islander | 0.2        |
| White                               | 4.0        |
| Two or More Races                   | 1.2        |
| EL Students                         | 23.9       |
| Foster Youth                        | 0.7        |
| Homeless                            | 2.6        |
| Socioeconomically Disadvantaged     | 13.5       |
| Students with Disabilities          | 83.4       |

## ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

| Enrollment by Grade Level |        |
|---------------------------|--------|
| 2024-25                   | Count  |
| TK                        | 601    |
| K                         | 2,023  |
| 1st                       | 2,088  |
| 2nd                       | 2,251  |
| 3rd                       | 2,346  |
| 4th                       | 2,337  |
| 5th                       | 2,477  |
| 6th                       | 2,425  |
| 7th                       | 2,466  |
| 8th                       | 2,551  |
| 9th                       | 2,827  |
| 10th                      | 2,690  |
| 11th                      | 2,717  |
| 12th                      | 2,995  |
| Total                     | 32,794 |

## 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                                                                                         | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 1,590.00        | 90.86            | 234,405.20   | 84.00         |
| Intern Credential Holders Properly Assigned                                                     | 10.60           | 0.61             | 4,853.00     | 1.74          |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 29.50           | 1.69             | 12,001.50    | 4.30          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 31.90           | 1.82             | 11,953.10    | 4.28          |
| Unknown                                                                                         | 87.80           | 5.02             | 15,831.90    | 5.67          |
| Total Teaching Positions                                                                        | 1,749.90        | 100.00           | 279,044.80   | 100.00        |

| Teacher Preparation and Placement                                                               |                 |                  |              |               |
|-------------------------------------------------------------------------------------------------|-----------------|------------------|--------------|---------------|
| 2022-23                                                                                         | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 1,564.80        | 90.61            | 231,142.40   | 83.24         |
| Intern Credential Holders Properly Assigned                                                     | 11.20           | 0.65             | 5,566.40     | 2.00          |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 30.50           | 1.77             | 14,938.30    | 5.38          |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 35.40           | 2.05             | 11,746.90    | 4.23          |
| Unknown                                                                                         | 84.90           | 4.92             | 14,303.80    | 5.15          |
| Total Teaching Positions                                                                        | 1,726.90        | 100.00           | 277,698.00   | 100.00        |

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

#### 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                      |          |         |
|----------------------------------------------------|----------|---------|
|                                                    | District | State   |
|                                                    | 2024-25  | 2024-25 |
| English Language Arts/Literacy (Grades 3-8 and 11) | 40       | 48      |
| Mathematics (Grades 3-8 and 11)                    | 26       | 37      |
| Science (Grades 5, 8, and 10)                      | 22       | 33      |

## 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 by Student Group |                                         |                           |                                       |
|--------------------------------------|-----------------------------------------|---------------------------|---------------------------------------|
| 2023-24                              | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate (Percentage) |
| All Students                         | 34,024                                  | 8,178                     | 24.0                                  |
| Female                               | 16,542                                  | 3,962                     | 24.0                                  |
| Male                                 | 17,467                                  | 4,210                     | 24.1                                  |
| American Indian or Alaska Native     | 42                                      | 17                        | 40.5                                  |
| Asian                                | 791                                     | 102                       | 12.9                                  |
| Black or African American            | 1,822                                   | 515                       | 28.3                                  |
| Filipino                             | 409                                     | 38                        | 9.3                                   |
| Hispanic or Latino                   | 29,132                                  | 7,081                     | 24.3                                  |
| Native Hawaiian or Pacific Islander  | 75                                      | 25                        | 33.3                                  |
| White                                | 1,361                                   | 301                       | 22.1                                  |
| Two or More Races                    | 391                                     | 98                        | 25.1                                  |
| EL Students                          | 8,620                                   | 1,939                     | 22.5                                  |
| Foster Youth                         | 298                                     | 66                        | 22.1                                  |
| Homeless                             | 1,245                                   | 410                       | 32.9                                  |
| Socioeconomically Disadvantaged      | 28,674                                  | 7,201                     | 25.1                                  |
| Students with Disabilities           | 5,013                                   | 1,575                     | 31.4                                  |

## DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

| Dropout and Graduation Rates |               |         |         |                  |         |         |
|------------------------------|---------------|---------|---------|------------------|---------|---------|
|                              | Dropout Rates |         |         | Graduation Rates |         |         |
|                              | 2022-23       | 2023-24 | 2024-25 | 2022-23          | 2023-24 | 2024-25 |
| District                     | 4.9           | 3.8     | 2.6     | 91.3             | 92.5    | 94.6    |
| State                        | 8.2           | 8.9     | 8.0     | 86.2             | 86.4    | 87.5    |

| Graduation Rates by Student Group |                              |                            |                        |
|-----------------------------------|------------------------------|----------------------------|------------------------|
| 2024-25                           | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
| All Students                      | 2,862                        | 2,708                      | 94.6                   |
| Female                            | 1,513                        | 1,398                      | 92.4                   |
| Male                              | 1,342                        | 1,303                      | 97.1                   |
| Asian                             | 69                           | 62                         | 89.9                   |
| Black or African American         | 142                          | 134                        | 94.4                   |
| Filipino                          | 35                           | 34                         | 97.1                   |
| Hispanic or Latino                | 2,450                        | 2,321                      | 94.7                   |
| White                             | 120                          | 114                        | 95.0                   |
| Two or More Races                 | 35                           | 33                         | 94.3                   |
| EL Students                       | 675                          | 587                        | 87.0                   |
| Foster Youth                      | 39                           | 35                         | 89.7                   |
| Homeless                          | 314                          | 287                        | 91.4                   |
| Socioeconomically Disadvantaged   | 2,705                        | 2,566                      | 94.9                   |
| Students with Disabilities        | 349                          | 291                        | 83.4                   |

#### 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 |
| 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                                  | 2.3         | 0.01       |
| Female                                        | 1.6         | <0.01      |
| Male                                          | 3.0         | 0.1        |
| American Indian or Alaska Native              | 4.8         | 0.0        |
| Asian                                         | 1.3         | 0.0        |
| Black or African American                     | 5.9         | 0.1        |
| Filipino                                      | 0.5         | 0.0        |
| Hispanic or Latino                            | 2.1         | 0.0        |
| Native Hawaiian or Pacific Islander           | 5.2         | 0.0        |
| White                                         | 2.9         | 0.1        |
| Two or More Races                             | 3.8         | 0.0        |
| EL Students                                   | 2.4         | 0.0        |
| Foster Youth                                  | 9.9         | 0.0        |
| Homeless                                      | 4.0         | 0.2        |
| Socioeconomically Disadvantaged               | 2.4         | 0.1        |
| Students with Disabilities                    | 3.1         | 0.0        |

#### 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       |

#### SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a district's per pupil funding from unrestricted sources with other districts 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                 |              |
|------------------------------------------------|--------------|
| District: From Basic/Unrestricted Sources      | \$ 7,438.96  |
| State: From Basic/Unrestricted Sources         | \$ 10,770.62 |
| Percentage of Variation between School & State | - 30.93 %    |

#### 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 district and compares it to the average teacher salary throughout the State.

| 2023-24 Average Teacher Salary                 |               |
|------------------------------------------------|---------------|
| District                                       | \$ 100,077.00 |
| All Similar School Districts                   | \$ 100,333.00 |
| Percentage of Variation between School & State | - 0.26 %      |