



# Fontana Unified Fontana Middle

## 2024-2025 School Accountability Report Card



*Published: January 2026*

### SCHOOL ADMINISTRATION

**Marco Garcia**  
marco.garcia@fUSD.net

### SCHOOL INFORMATION

36677106059406  
8425 Mango Ave.  
Fontana, CA 92335  
(909) 357-5370  
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](http://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 Fontana Middle School families, home of the Mighty Trojans! It is an honor and a privilege to serve the students and families of this incredible community. I am grateful for our dedicated teachers and support staff who work tirelessly to ensure that Fontana Middle School is a safe, inclusive, and engaging place for all students to learn and grow.

As we begin this new year, we proudly build on the strong foundation we have created together—earning PBIS Platinum Status, increasing English Learner reclassification, leading the district in middle school attendance, excelling in robotics, and achieving one of the highest Family Climate Survey participation rates. These accomplishments reflect our shared belief that all students can learn and that every Trojan deserves access to a high-quality education with high expectations...No Excuses!

Our staff remains fully committed to rigorous first instruction in every classroom, with a strong focus on literacy across all content areas. Reading, writing, speaking, and critical thinking are essential skills that open doors to college, career, and life opportunities. Teachers will continue to emphasize checking for understanding and teacher/student clarity so students know what they are learning, why it matters, and how to demonstrate success. Assessment data will guide our decisions as we work to ensure that every student makes meaningful academic progress in English Language Arts and Math.

At Fontana Middle School, the path to college and future success begins now. We believe that when we establish a culture of universal achievement, every student—regardless of background—can reach their full potential. Our core beliefs guide our daily work:

- All students can learn at high levels; all FMS Trojans will be prepared for college, career, and life...No Excuses!
- Active parent and family engagement is essential to student success.
- Failure, negativity, and deficit thinking are not acceptable.
- Teachers and staff lovingly serve and support all students.
- Effective first instruction is the first line of intervention.
- Assessment data drives instruction and supports continuous improvement.

We are equally committed to nurturing a strong sense of belonging and positive school culture. Our PBIS C.A.R.E.S. expectations—Consistency, Accountability, Respect, Encouragement, and Safety—shape how we treat one another and ensure that all students feel seen, heard, and valued. Together, we will maintain a campus where bullying is not tolerated and where every Trojan is encouraged to lead with kindness, integrity, and pride.

Beyond the classroom, students will have opportunities to join clubs, participate in athletics, explore leadership, and get involved in school-wide events that build Trojan spirit and connection. We encourage every student to find their place, their passion, and their voice.

We cannot accomplish this vision without you. Your children need your support to come to school every day, on time, prepared to learn, and committed to positive behavior. When students see that their families and their school are united with high expectations and unwavering support, they thrive. By working together—home, school, and community—we will ensure that every Trojan is equipped to succeed academically, socially, and emotionally.

### SCHOOL PROFILE

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

attitude are expected of all students and staff.

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

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

#### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	48.70
Male	51.30
Non-Binary	
American Indian or Alaska Native	0.20
Asian	0.60
Black or African American	3.50
Filipino	0.60
Hispanic or Latino	91.70
Native Hawaiian or Pacific Islander	
White	3.10
Two or More Races	0.40
EL Students	29.40
Foster Youth	0.70
Homeless	3.30
Military	
Socioeconomically Disadvantaged	92.60
Migrant Education	
Students with Disabilities	12.20

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
6th	348
7th	362
8th	339
Total	1049

#### 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.

<b>2025-26 Instructional Materials</b>			
<b>Subject</b>	<b>Textbooks and Other Instructional Materials / Year of Adoption</b>	<b>From Most Recent Adoption ?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts, English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (State)	0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (State)	0
	Grade: 8th / Course: Integrated Mathematics / Publisher: Houghton Mifflin / Series: Integrated Math / Adoption: 2015	Yes (State)	0
History / Social Science	Grade: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2019	Yes (State)	0
	Grade: 7th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Medieval World and Beyond / Adoption: 2019	Yes (State)	0
	Grade: 8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The US Through Industrialism / Adoption: 2019	Yes (State)	0
Science	Grades: 6th-8th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 6th-8th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

**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>.

<b>Teacher Preparation and Placement</b>						
<b>2021-22</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.80	91.75	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	5.54	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.42	31.90	1.82	11,953.10	4.28
Unknown	1.10	2.26	87.80	5.02	15,831.90	5.67
<b>Total Teaching Positions</b>	<b>52.10</b>	<b>100.00</b>	<b>1,749.90</b>	<b>100.00</b>	<b>279,044.80</b>	<b>100.00</b>

<b>Teacher Preparation and Placement</b>						
<b>2022-23</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.30	89.50	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)	2.00	3.78	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.06	35.40	2.05	11,746.90	4.23
Unknown	2.90	5.64	84.90	4.92	14,303.80	5.15
<b>Total Teaching Positions</b>	<b>52.80</b>	<b>100.00</b>	<b>1,726.90</b>	<b>100.00</b>	<b>277,698.00</b>	<b>100.00</b>

<b>Teacher Preparation and Placement</b>						
<b>2023-24</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.10	91.61	1,569.70	91.57	230,039.40	82.47
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)	1.20	2.29	34.10	1.99	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	2.95	36.40	2.12	12,112.80	4.34
Unknown	1.60	3.13	64.60	3.77	13,705.80	4.91
<b>Total Teaching Positions</b>	<b>53.60</b>	<b>100.00</b>	<b>1,714.30</b>	<b>100.00</b>	<b>278,927.10</b>	<b>100.00</b>

<b>Teachers Without Credentials and Misassignments</b>			
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Permits and Waivers	0.00	0.00	0.00
Misassignments	2.90	2.00	1.20
Vacant Positions	0.00	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.90</b>	<b>2.00</b>	<b>1.20</b>

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	0.20	0.50	1.50
Total Out-of-Field Teachers	0.20	0.50	1.50

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)	5.10	3.20	1.40
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:	03/20/2025
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	P RM H-7: 4. CARPET IS WORN AND STAINED. RM L 1, RM L 10, RM L 11, RM L 12, RM L 9, RM L 9 A, RM L2, RM L3, RM L4, RM L5, RM L6: 4. FLOOR IS WORN. RM G1-E1: 4. WATER STAIN CEILING TILE. RM C 3, RM G 102, RM G202, RM G204, RM H 5, RM G 103, RM C 2: 4. WATER STAIN CEILING TILES. RM G 103: 4. CEILING TILE HAS HOLE. RM C 2: 4. CEILING TILES ARE LOOSE. (Work orders submitted)
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	P RM H-8, RM G 102: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. RM C 1: 7. CONDUIT COVER IS MISSING/ EXPOSED WIRES. RM C 4, RM G201: 7. ELECTRICAL CORDS ARE DAISY CHAINED. RM C 1, RM C 2: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD. RM H 5: 7. ELECTRICAL COVER IS BROKEN. RM H 4: 7. ELECTRICAL COVER IS MISSING ON CONDUIT. RM G204: 7. ELECTRICAL COVER IS MISSING ON WALL NEAR ENTRY. RM L 9: 7. EXPOSED WIRES ON WALL. (Work orders submitted)
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	
SAFETY: Fire Safety, Hazardous Materials	GOOD	RM C 2: 10. PLUG IN AIR FRESHENER IN USE. ADMIN BLDG: 11. PAINT CHIPPING ON GUTTERS. STORAGE RM H 1: 11. PAINT IS CHIPPING ON EAVE. SHOP BLDG/ RM S1: 11. PAINT IS CHIPPING ON TRIM OF BUILDING.

		CAFETERIA, RM L 10: 11. PAINT IS CHIPPING ON WALL. (Work orders submitted)
STRUCTURAL: Structural Damage, Roofs	GOOD	P RM H-8: 12. DRY ROT ON SKIRTING. RM L4: 12. WALL IS DAMAGED. (Work orders submitted)
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	P RM H-7: 14. TRIP HAZARD AT RAMP ENTRY. RM G202, RM L5: 15. DOOR DOES NOT CLOSE PROPERLY. (Work orders submitted)

## SCHOOL FACILITIES

### Age and Condition of Facilities

Fontana Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1928, the school sits on 15.79 acres and includes a library, 37 permanent classrooms, 3 portable classrooms, a gym, a teacher's workroom/lunchroom, an auditorium, and a cafeteria. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. Our newest building (G Building) opened in October 2007; the two-story facility features four flex/science labs, six classrooms, two sets of restrooms, and two storage rooms. The auditorium, gym, and locker rooms were modernized in 2012. The school recently resurfaced the blacktop, planted new trees, and painted various murals throughout the campus. Future projects include installing an additional snack booth for the students and remodeling the staff lounge for the teachers.

### Campus Supervision

School staff have established a proactive relationship with students - establishing a "presence of peace" on campus. In the morning as students arrive on campus, two campus security officers, the assistant principal, Climate and Culture Coach, Dean, and 12 assigned teachers are stationed at strategic locations on campus to monitor student activities. During lunch, two campus security officers, the assistant principal, Dean, Climate and Culture Coach, and the noon aide circulate in and around the cafeteria and common areas to supervise students. At the end of the school day, all teachers, both campus security officers, and the assistant principal are stationed at the exit gates to ensure students leave campus in a safe and orderly manner. Fontana Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

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

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

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

### Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, 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. FMS Modernization Project: Development of two-story building, MPR/Cafeteria and library building, relocation of basketball courts, common eating/gathering eating areas and new student pick-up/drop-off/bus lanes.

#### 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.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).

<b>Assessment Results by Subject</b>									
	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
English Language Arts/Literacy (Grades 3-8 and 11)	21	23	25	35	37	40	46	47	48
Mathematics (Grades 3-8 and 11)	15	14	16	21	23	26	34	35	37
Science (Grades 5, 8, and 10)	13	15	10	17	19	22	30	31	33

**Assessment Results by Student Group - English Language Arts**

<b>2024-25</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	1001	987	98.60	1.40	25.08
Male	506	498	98.42	1.58	21.53
Female	495	489	98.79	1.21	28.69
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	37	37	100.00	0.00	18.92
Filipino	--	--	--	--	--
Hispanic or Latino	916	902	98.47	1.53	25.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	31	31	100.00	0.00	19.35
Two or More Races	--	--	--	--	--
EL Students	234	230	98.29	1.71	1.30
Foster Youth	--	--	--	--	--
Homeless	42	41	97.62	2.38	26.83
Military	--	--	--	--	--
Socioeconomically Disadvantaged	928	918	98.92	1.08	24.45
Migrant Education	0	0	0	0	0
Students with Disabilities	115	111	96.52	3.48	6.36

**Assessment Results by Student Group - Mathematics**

<b>2024-25</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	1001	989	98.80	1.20	15.87
Male	506	499	98.62	1.38	17.84
Female	495	490	98.99	1.01	13.88
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	917	905	98.69	1.31	16.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	30	30	100.00	0.00	6.67
Two or More Races	--	--	--	--	--
EL Students	234	232	99.15	0.85	3.88
Foster Youth	--	--	--	--	--
Homeless	42	41	97.62	2.38	17.07
Military	--	--	--	--	--
Socioeconomically Disadvantaged	928	920	99.14	0.86	15.43
Migrant Education	0	0	0	0	0
Students with Disabilities	115	110	95.65	4.35	4.55

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	337	332	98.52	1.48	9.67
Male	157	154	98.09	1.91	11.76
Female	180	178	98.89	1.11	7.87
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	310	305	98.39	1.61	9.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	83	81	97.59	2.41	0.00
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	315	312	99.05	0.95	9.32
Migrant Education	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	5.41

**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
7th	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.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2024-25</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	1100	1075	217	20.2
Female	534	525	114	21.7
Male	566	550	103	18.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	41	40	15	37.5
Filipino	--	--	--	--
Hispanic or Latino	1003	982	188	19.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	34	12	35.3
Two or More Races	--	--	--	--
EL Students	350	342	50	14.6
Foster Youth	15	13	1	7.7
Homeless	49	47	10	21.3
Military	--	--	--	--
Socioeconomically Disadvantaged	1023	1001	206	20.6
Migrant Education	--	--	--	--
Students with Disabilities	136	134	27	20.1

### PARENT ENGAGEMENT

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

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

### PARENT INVOLVEMENT

Parents are encouraged to be actively involved in Fontana Middle School’s learning community. Parents may volunteer to chaperone school events or field trips, assist as Classroom or Library Helpers, and support Chaperone Activities, awards assemblies, and band concerts—each providing valuable opportunities to engage in their child’s interests and academic progress. Back-to-School Night, Student Performances, Student Recognition Assemblies, the School Site Council (SSC), and English Learner Advisory Council (ELAC) offer meaningful avenues for parents to provide input on curricular programs, school initiatives, and campus-wide activities.

The school marquee features important reminders and announcements, and parents may visit the district website at [fUSD.net](http://fUSD.net) for general information. To strengthen our home–school partnership, Fontana Middle School utilizes a dual communication system through ParentSquare and TeleParent to share weekly updates, important notices, and urgent announcements directly with families. In addition, the Q Parent Connect app allows parents and guardians to securely monitor their student’s attendance, grades, assignments, and progress throughout the year.

Fontana Middle School is also committed to supporting families through ongoing parent education. We offer virtual parent workshops in collaboration with Disciplina Positiva, including sessions such as “Raising Resilient, Responsible, and Independent Teenagers,” designed to equip families with positive strategies to support their children’s academic, social, and emotional success.

**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.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
School	8.72	2.37	2.91	0.00	0.00	0.09
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

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2024-25</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	2.91	0.09
Female	2.43	0.00
Male	3.36	0.18
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	14.63	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.09	0.10
Native Hawaiian or Pacific Islander	0.00	0.00
White	10.81	0.00
Two or More Races	0.00	0.00
EL Students	1.71	0.00
Foster Youth	0.00	0.00
Homeless	4.08	0.00
Military	--	--
Socioeconomically Disadvantaged	2.93	0.00
Migrant Education	0.00	0.00
Students with Disabilities	2.94	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)	350

**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)	2.5
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
6th	20	22	23	49	48	38	53	24	25	5	26	28
Other	0	0	0	0	0	0	0	0	0	0	0	0

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	23	20	19	13	21	24	27	18	11	2	7	11
Mathematics	23	20	20	14	19	21	23	19	12	2	6	8
Science	28	24	23	4	10	11	17	12	6	7	10	13
Social Science	28	24	23	4	10	11	17	6	5	7	15	14

**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	\$ 8,833.21
School: From Supplemental/Restricted Sources	\$ 1,782.95
School: From Basic/Unrestricted Sources	\$ 7,050.26
District: From Basic/Unrestricted Sources	\$ 7,763.42
Percentage of Variation between School & District	-9.19 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-36.75 %

#### 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	\$ 89,268.69
District	\$ 100,077.00
Percentage of Variation between School & District	-10.80 %
All Similar School Districts	\$ 100,333.00
Percentage of Variation between School & State	-11.03 %

**PROFESSIONAL DEVELOPMENT DAYS OFFERED**

The table displays the number of annual professional development days offered during the most recent three-year period.

<b>Professional Development Days</b>			
	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
Number of Professional Development Days	3	3	3

**PROFESSIONAL DEVELOPMENT**

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance and Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

**ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS**

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

**DISCIPLINE AND CLIMATE FOR LEARNING**

Students at Fontana Middle School are guided by the FMS school-wide CARES expectations—Consistency, Accountability, Respect, Encouragement, and Safety—as well as behavior standards established by the Fontana Unified School District that promote respect, cooperation, courtesy, and acceptance of others. School staff explicitly teach, model, and review these expectations throughout the year and discuss examples of appropriate and inappropriate behavior, along with logical and restorative consequences for poor decision-making.

Teachers are expected to distinguish between minor and major infractions to ensure fair, appropriate responses. Minor behaviors are first addressed in the classroom through reteaching of expectations, student conferences, parent communication, and other classroom-based interventions. A progressive discipline model is used when behavior concerns persist or escalate. When necessary, students may be referred for additional support and intervention, including Alternatives to Suspension, the Alternative Learning Center (ALC), or, in more serious cases and in accordance with district policy, suspension.

Fontana Middle School also utilizes a Peer Success Panel, where trained student leaders, under staff supervision, support their peers in reflecting on choices, repairing harm, and developing strategies for improved behavior. These layered supports help ensure that student discipline is proactive, educational, and consistently aligned with our CARES expectations, while maintaining a safe and positive learning environment for all Trojans.