Fontana Unified
Shadow Hills Elementary
2024-2025 School Accountability Report Card

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BOARD OF EDUCATION
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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE CDE SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

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

MORE INFORMATION

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

DISTRICT STATEMENTS
DISTRICT MISSION
“Every Student Successful. Engaging Schools. Empowered Communities.”

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

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

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

DISTRICT FOCUS AREAS
- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

SCHOOL STATEMENTS
Principal's Message:
At Shadow Hills Elementary, we are proud of our steadfast commitment to continuous educational growth. Our highly skilled and dedicated staff works tirelessly to build a strong academic foundation that prepares students for success, whether in college or a rewarding career.
Driven by data-informed decisions, we collaborate in Professional Learning Communities to foster academic progress and elevate student achievement. Our primary goal is to leverage the rich resources at Shadow Hills to support every child’s learning journey, helping them reach their full potential while addressing any challenges along the way. Each year, we carefully analyze performance data to refine our school plan and ensure resources are used effectively.
We are passionate about creating a safe, inclusive environment where every child’s individuality, background, and heritage are honored. By focusing on the whole child, we empower students to grow into capable, confident young adults ready to thrive in an ever-changing world. Our curriculum emphasizes Critical Thinking, Communication, Collaboration, and Creativity while connecting classrooms globally and engaging with experts across diverse fields to enrich these essential skills.
As we strive for continuous improvement, we warmly invite staff, parents, and the broader community to actively participate in their child’s education and join us for school events. Together, we can build a collaborative learning community that drives student success.
At Shadow Hills, students experience a rigorous, standards-based curriculum designed to promote academic excellence through personalized instruction and targeted interventions. Our educators are committed to making a lasting, positive impact on student learning, one that extends far beyond their elementary years.

SCHOOL PROFILE
The community of Shadow Hills Elementary School works collaboratively to ensure that every student is prepared for college, career and life; carrying out its collective mission to place all students on a trajectory of success. Our motto is: A University Mindset Begins Here at Shadow Hills. In addition, we support the mission of the Fontana Unified School District, "... to graduate all students prepared to succeed in a changing world." In support of our vision and mission, Shadow Hills Elementary School is prepared to:
• Increase student academic achievement
• Provide a positive and safe learning environment
• Ensure students attend school daily and on time
Students are provided a challenging, standards-based curriculum designed to encourage academic achievement through individualized instruction and the implementation of effective interventions. Teaching staff are committed to promoting positive changes in student learning.

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

Enrollment by Student Group	
2024-25	**Percentage**
Female	52.70
Male	47.30
Non-Binary	
American Indian or Alaska Native	
Asian	1.90
Black or African American	5.50
Filipino	1.40
Hispanic or Latino	85.40
Native Hawaiian or Pacific Islander	
White	4.70
Two or More Races	1.10
EL Students	22.00
Foster Youth	1.40
Homeless	4.70
Military	
Socioeconomically Disadvantaged	85.20
Migrant Education	
Students with Disabilities	20.90

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

Enrollment by Grade Level	
2024-25	**Count**
K	59
1st	58
2nd	51
3rd	58
4th	69
5th	69
Total	364

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

INSTRUCTIONAL MATERIALS
Sufficiency of Instructional Materials
Fontana Unified School District held a public hearing on September 3, 2025, and adopted Resolution # 25-27 to certify that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.
Adoption of Instructional Materials
Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are

reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS
The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption ?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015 Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015	Yes (State) Yes (State)	0 0
History / Social Science	Grades: K-3rd / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020 Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State) Yes (State)	0 0
Science	Grades: K-5th / Course: Science / Publisher: Twig Education / Series: Twig Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.10	98.34	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	31.90	1.82	11,953.10	4.28
Unknown	0.30	1.61	87.80	5.02	15,831.90	5.67
Total Teaching Positions	20.50	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)	18.80	97.36	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)	0.00	0.00	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	0.50	2.59	84.90	4.92	14,303.80	5.15
Total Teaching Positions	19.30	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)	20.20	100.00	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)	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	0.00	0.00	64.60	3.77	13,705.80	4.91
Total Teaching Positions	20.20	100.00	1,714.30	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	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)	0.00	0.00	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:	03/17/2025
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- 22: 4. CARPET IS SEPARATING AT SEAMS. LIBRARY: 4. WATER STAIN CEILING TILE IN HALLWAY. STAFF LOUNGE: 4. WATER STAIN CEILING TILES IN MAIL AREA. (Work orders submitted)
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	RM 5: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARAT BACKDOOR. P- 19, RM 17: 7. ELECTRICAL CORDS ARE DAISY CHAINED. P- 20: 7. OUTLET COVER IS MISSING. (Work orders submitted)
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	
SAFETY: Fire Safety, Hazardous Materials	GOOD	NURSE, P- 22: 10. PLUG IN AIR FRESHENER IN USE. (Work order submitted)
STRUCTURAL: Structural Damage, Roofs	GOOD	RM 9: 12. CRACK IN CEILING. P- 19, P- 20: 13. PINE NEEDLES IN GUTTER. (Work orders submitted)
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	PLAYGROUNDS: 14. HOLE IN RUBBER MATTING. (Work order submitted)

SCHOOL FACILITIES

Age and Condition of Facilities

Shadow Hills Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1989, the school sits on six acres and includes a library, 18 permanent classrooms, six portable classrooms, a staff lounge, a teacher work room, and a cafeteria/multipurpose room with a stage area.

Campus Supervision

Each morning as students arrive on campus, assigned staff members are stationed at drop-off zones and on the playground to monitor student activities. During recess and lunch, school site aides share supervision in the cafeteria and on the playground. At the end of the school day, the principal and assigned staff members oversee the parking lot, bus loading, and exit gate activities to ensure students depart in a safe and orderly manner.

Shadow Hills Elementary 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.

One full-time day custodian and one full-time evening custodian are assigned to Shadow Hills Elementary School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities. Restrooms are checked regularly throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues. 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 online work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: Wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair 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 January 29, 2026. Results of the inspection conducted during the 2025-26 school year and corrective action taken by the district are provided.

The following good repair deficiencies were observed:

Section 8. Restrooms

• Main Office Building (1): Soap/sanitizer dispensers empty (1 remedied 1/29/26)

Section 14. Playground/School Grounds

• Playground (1): Inadequate surface material in playground area (e.g. fall zones have earth exposed or weed control netting exposed) (work order #FY25-26-037004)

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)	35	38	36	35	37	40	46	47	48
Mathematics (Grades 3-8 and 11)	22	28	22	21	23	26	34	35	37
Science (Grades 5, 8, and 10)	16	21	26	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	199	196	98.49	1.51	36.22
Male	105	102	97.14	2.86	25.49
Female	94	94	100.00	0.00	47.87
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	170	168	98.82	1.18	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	31	31	100.00	0.00	9.68
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	36.36
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	167	99.40	0.60	35.93
Migrant Education	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	5.26

Assessment Results by Student Group Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	199	196	98.49	1.51	22.45
Male	105	102	97.14	2.86	13.73
Female	94	94	100.00	0.00	31.91
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	170	168	98.82	1.18	21.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	31	31	100.00	0.00	3.23
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	167	99.40	0.60	23.35
Migrant Education	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	2.63

Assessment Results by Student Group Science					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	70	70	100.00	0.00	25.71
Male	34	34	100.00	0.00	29.41
Female	36	36	100.00	0.00	22.22
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	61	61	100.00	0.00	24.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.00	0.00	25.86
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	388	379	68	17.9
Female	199	198	33	16.7
Male	189	181	35	19.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	22	21	3	14.3
Filipino	--	--	--	--
Hispanic or Latino	332	324	61	18.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	2	11.8
Two or More Races	--	--	--	--
EL Students	95	93	12	12.9
Foster Youth	--	--	--	--
Homeless	17	17	0	0.0
Military	--	--	--	--
Socioeconomically Disadvantaged	330	324	62	19.1
Migrant Education	--	--	--	--
Students with Disabilities	91	89	30	33.7

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Parents are encouraged to become actively involved in Shadow Hills Elementary School's learning community by attending informational parent meetings called Chat with the Principal, by volunteering at the school, by attending school events, and/or by sharing in the decision-making process. Events such as parent-teacher conferences, PTA monthly family events, Back-to-School Night, Open House, the annual fall festival, book fairs, school cleanup days and school assemblies provide opportunities for parents to interact with school staff while supporting their child's academic programs.
The School Site Council, Parent Teacher Association, the monthly Chat with the Principal meetings and the English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. School-to-home communication is provided in both English and Spanish. The school newsletter, issued monthly, features a message from the principal, information on what's happening at school, parent tips, grade level news, and announcements on upcoming events. Some teachers prepare class newsletters addressing homework, class activities, and relative grade level information. The school marquee and outside bulletin boards highlight important reminders and current news announcements. Parent Square is an Internet-based communication/messaging system that forwards personalized messages from school staff to each student's home.

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY
The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in December 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	3.24	1.34	1.03	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	1.03	0.00
Female	0.00	0.00
Male	2.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.55	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	5.88	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.91	0.00
Migrant Education	0.00	0.00
Students with Disabilities	1.10	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)	364

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	15	30	27	2	1	1	1	2	2	0	1	1
1st	12	21	29	6	3	1	0	1	2	0	1	1
2nd	14	14	26	4	6	1	2	2	2	0	1	1
3rd	17	28	19	3	2	3	2	2	2	0	1	1
4th	38	25	34	1	4	2	2	3	2	2	2	2
5th	29	34	31	3	1	3	2	2	3	2	2	2
Other	14	20	15	1	1	1	1	0	1	0	0	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	$ 10,109.50
School: From Supplemental/Restricted Sources	$ 2,161.70
School: From Basic/Unrestricted Sources	$ 7,947.80
District: From Basic/Unrestricted Sources	$ 7,763.42
Percentage of Variation between School & District	2.37 %
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	-28.69 %

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	$ 81,010.09
District	$ 100,077.00
Percentage of Variation between School & District	-19.05 %
All Similar School Districts	$ 100,333.00
Percentage of Variation between School & State	-19.26 %

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 Shadow Hills Elementary School are well-behaved and conduct themselves in a responsible and respectful manner. School rules and behavior expectations are noted in the Parent/Student Handbook and posted and reviewed in all classrooms, and reinforced by the office staff to assist students in making educated decisions.

Additionally, our Counselor provides lessons centered on positive character traits whereby a character trait is selected and modeled. Discipline is done with dignity, taking a proactive approach and utilizing restorative practices when students have difficulty following school rules. At the beginning of the school year, school rules and behavior expectations are shared with students in the classroom with their teachers.

Students in third, fourth, and fifth grade attend a mini workshop on-bullying and sexual harassment policies. Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. The principal makes surprise classroom visits to recognize students for individual accomplishments and exceptional efforts.