# Fontana Unified School District
# Shadow Hills Elementary
## 2021–2022 School Accountability Report Card

**SCHOOL ADMINISTRATION**
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**SCHOOL INFORMATION**
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**SUPERINTENDENT**
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**DISTRICT INFORMATION**
Fontana Unified School District
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Fontana, CA 92335
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**BOARD OF EDUCATION**
Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

**DISTRICT ADMINISTRATION**
Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
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.
- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- 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.

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 GOALS
- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

SCHOOL STATEMENTS
Principal's Message:
Shadow Hills Elementary School has an admirable record of continuous educational improvement. Our staff strives to provide a rigorous academic curriculum ensuring a pathway to a college or career. Our teachers are a well-trained and dedicated group who focuses on the needs of our students. Our instructional decisions are data-based. Our teachers work as a Professional Learning Community; furthering the site's commitment to academic growth and increased student achievement.
It is our intent to utilize the resources of Shadow Hills to support the education of all of our children, maximizing their potential and minimizing obstacles to help each child succeed to their fullest capacity. Each year we carefully examine performance data, and re-write our comprehensive school plan to make optimum use of our precious resources.
We are proud to offer a safe and welcoming environment that values and respects each child's individuality, background, and heritage. It is our belief that by nurturing the whole child, we can help our students develop into young adults ready to survive and thrive in an ever-changing world. Shadow Hills continues to advance a curriculum that promotes Critical Thinking, Communication, Collaboration, and Creativity. Our classrooms are connecting, via technology, with other classrooms around the world and with experts in the field in order to develop these four areas.
In an effort to foster continual growth, staff, parents and the community are encouraged to participate in their child's education and school-wide events to ensure a community of collaborative learners.
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 beyond elementary school. The teachers and staff of Shadow Hills Elementary School have established and contribute to a scholarship fund for graduating seniors who previously attended Shadow Hills as elementary students. Former students who have earned a 3.0 GPA or higher and have been accepted into a two- or four-year college program are eligible for the scholarship.

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 Elementary. 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 | |
|---|---|
| 2021-22 | Percentage |
| Female | 45.7 |
| Male | 54.3 |
| Non-Binary | |
| American Indian or Alaska Native | |
| Asian | 1.8 |
| Black or African American | 5.1 |
| Filipino | 1 |
| Hispanic or Latino | 86.7 |
| Native Hawaiian or Pacific Islander | |
| White | 4.6 |
| Two or More Races | 0.8 |
| EL Students | 23.7 |
| Foster Youth | 1 |
| Homeless | 1 |
| Military | |
| Socioeconomically Disadvantaged | 70.4 |
| Migrant Education | |
| Students with Disabilities | 13.8 |

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

| Enrollment by Grade Level | |
|---|---|
| 2021-22 | Count |
| K | 81 |
| 1st | 72 |
| 2nd | 65 |
| 3rd | 60 |
| 4th | 59 |
| 5th | 55 |
| 6th | 0 |
| Total | 392 |

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.

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 | | | | | | |
|---|---|---|---|---|---|---|
| 2020-21 | School Number | School Percent | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.30 | 81.84 | 1,251.40 | 72.77 | 228,366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.80 | 0.22 | 4,205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 37.50 | 2.19 | 11,216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 19.70 | 1.15 | 12,115.80 | 4.41 |
| Unknown | 3.80 | 18.16 | 407.00 | 23.67 | 18,854.30 | 6.86 |
| Total Teaching Positions | 21.20 | 100.00 | 1,719.70 | 100.00 | 274,759.10 | 100.00 |

| 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 |

| Teachers Without Credentials and Misassignments | | |
|---|---|---|
| | 2020-21 | 2021-22 |
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

| Credentialed Teachers Assigned Out-of-Field | | |
|---|---|---|
| | 2020-21 | 2021-22 |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

| Class Assignments | | |
|---|---|---|
| | 2020-21 | 2021-22 |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 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 |

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.

| 2022-23 School Facility Inspection Summary | |
|---|---|
| Date of Last Inspection: | 03/23/2022 |
| Data Collected: | March 2022 |
| 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 | RM 17: 2. HVAC UNIT IS LOUD. |
| INTERIOR: Interior Surfaces | Fair | P- 22: 4. CARPET IS SEPERATING AT SEAMS. P- 19: 4. CARPET IS TORN/ HAS WAVES/ TRIP HAZARD. P- 21: 4. CARPET IS WORN WITH WAVES. RM K2: 4. CEILING IS CRACKED. P- 20: 4. CEILING TILE IS CRACKED. LIBRARY: 4. WATER STAIN CEILING TILE IN HALLWAY. WRK RM: 4. WATER STAIN CEILING TILE/ CEILING TILE HAS HOLE. STAFF LOUNGE: 4. WATER STAIN CEILING TILES. |
| CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| ELECTRICAL: Electrical | Good | RM 14: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. |
| RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains | Good | |
| SAFETY: Fire Safety, Hazardous Materials | Good | |
| STRUCTURAL: Structural Damage, Roofs | Good | RM 16, RM 17: 12. CEILING IS CRACKED. P- 19: 12. DRY ROT ON SKIRTING. P- 21: 12. RAMP SKIRTING IS MISSING. |
| EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | P- 19: 14. TRIP HAZARD @ RAMP ENTRY/ ASPHALT RAISED/ HOLE. P- 23/ PRESCHOOL: 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY. |

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, two computer labs, 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, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.
Additionally, the following facility improvements are planned specifically for our school: add floor drains in the kitchen, increase curb appeal at front of site, add potable water swap to reclaimed water, add drop-off/pick-up zone near bus loop; add parking lot stalls for staff.

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.

INSTRUCTIONAL MATERIALS
Sufficiency of Instructional Materials
Fontana Unified School District held a public hearing on September 21, 2022, and determined 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.

| 2022-23 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 | Yes (State) | 0 |
| | Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015 | Yes (State) | 0 |
| History / Social Science | Grades: K-3rd / Course: History/Social Science / Publisher: Houghton Mifflin / Series: California Social Studies / Adoption: 2006 | Yes (State) | 0 |
| | Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020 | Yes (State) | 0 |
| Science | Grades: K-5th / Course: Science / Publisher: Imagine Learning / 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 |

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.cde.ca.gov/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 |
| | 2021-22 | 2021-22 | 2021-22 |
| English Language Arts/Literacy (Grades 3-8 and 11) | 33 | 34 | 47 |
| Mathematics (Grades 3-8 and 11) | 15 | 18 | 33 |
| Science (Grades 5, 8, and 10) | 5 | 16 | 29 |

| Assessment Results by Student Group - English Language Arts | | | | | |
|---|---|---|---|---|---|
| 2021-22 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
| All Students | 180 | 178 | 98.89 | 1.11 | 33.15 |
| Male | 88 | 86 | 97.73 | 2.27 | 34.88 |
| Female | 92 | 92 | 100.00 | 0.00 | 31.52 |
| Non-Binary | | | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 11 | 11 | 100.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 157 | 155 | 98.73 | 1.27 | 35.48 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| EL Students | 37 | 36 | 97.30 | 2.70 | 13.89 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 128 | 126 | 98.44 | 1.56 | 30.16 |
| Migrant Education | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 25 | 24 | 96.00 | 4.00 | 12.50 |

| Assessment Results by Student Group - Mathematics | | | | | |
|---|---|---|---|---|---|
| 2021-22 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
| All Students | 180 | 178 | 98.89 | 1.11 | 14.61 |
| Male | 88 | 86 | 97.73 | 2.27 | 20.93 |
| Female | 92 | 92 | 100.00 | 0.00 | 8.70 |
| Non-Binary | | | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 11 | 11 | 100.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 157 | 155 | 98.73 | 1.27 | 14.19 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| EL Students | 37 | 36 | 97.30 | 2.70 | 2.78 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 128 | 126 | 98.44 | 1.56 | 13.49 |
| Migrant Education | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 25 | 24 | 96.00 | 4.00 | 8.33 |

| Assessment Results by Student Group - Science | | | | | |
|---|---|---|---|---|---|
| 2021-22 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
| All Students | 55 | 55 | 100.00 | 0.00 | 5.45 |
| Male | 23 | 23 | 100.00 | 0.00 | 8.70 |
| Female | 32 | 32 | 100.00 | 0.00 | 3.13 |
| Non-Binary | | | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 46 | 46 | 100.00 | 0.00 | 6.52 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| EL Students | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 35 | 35 | 100.00 | 0.00 | 5.71 |
| Migrant Education | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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/.

| 2021-22 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) | | | |
|---|---|---|---|
| 2021-22 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate (Percentage) |
| All Students | 433 | 420 | 162 | 38.6 |
| Female | 203 | 196 | 72 | 36.7 |
| Male | 230 | 224 | 90 | 40.2 |
| Non-Binary | | | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 |
| Asian | 8 | 8 | 3 | 37.5 |
| Black or African American | 23 | 23 | 10 | 43.5 |
| Filipino | 7 | 5 | 3 | 60 |
| Hispanic or Latino | 371 | 361 | 137 | 38 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 |
| White | 18 | 18 | 6 | 33.3 |
| Two or More Races | 6 | 5 | 3 | 60 |
| EL Students | 120 | 115 | 39 | 33.9 |
| Foster Youth | 8 | 8 | 0 | 0 |
| Homeless | 9 | 9 | 4 | 44.4 |
| Military | | | | |
| Socioeconomically Disadvantaged | 306 | 296 | 116 | 39.2 |
| Migrant Education | 0 | 0 | 0 | 0 |
| Students with Disabilities | 68 | 65 | 26 | 40 |

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 Coffee 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 informational meetings with the principal 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 August 2022. 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. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

| Suspension and Expulsion Rates | | | | | | |
|---|---|---|---|---|---|---|
| | Suspensions | | | Expulsions | | |
| | 2019-20 | 2020-21 | 2021-22 | 2019-20 | 2020-21 | 2021-22 |
| School | 0.47 | 0 | 0.69 | 0 | 0 | 0 |
| District | 2.01 | 0.06 | 3.27 | 0.03 | 0 | 0.04 |
| State | 2.45 | 0.2 | 3.17 | 0.05 | 0 | 0.07 |

| Suspension & Expulsion Rates by Student Group | | |
|---|---|---|
| 2021-22 | Suspensions | Expulsions |
| All Students | 0.69 | 0 |
| Female | 0.49 | 0 |
| Male | 0.87 | 0 |
| Non-Binary | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 8.7 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0.27 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| White | 0 | 0 |
| Two or More Races | 0 | 0 |
| EL Students | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Military | | |
| Socioeconomically Disadvantaged | 0.33 | 0 |
| Migrant Education | 0 | 0 |
| Students with Disabilities | 1.47 | 0 |

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.

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.

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 completes 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.

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 | | | |
|---|---|---|---|
| | 2020-21 | 2021-22 | 2022-23 |
| Number of Professional Development Days | 3 | 3 | 3 |

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

| 2021-22 Academic Counselor to Pupil Academic Counselor(s) | |
|---|---|
| Academic Counselor(s) | 392 |

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 | |
|---|---|
| 2021-22 | Full Time Equivalent |
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.3 |
| Social Worker | |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | 0.6 |

COUNSELING AND SUPPORT SERVICES
Shadow Hills Elementary School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. A full-time counselor provides emotional supports as well as academic goal-setting supports for students.
Student Intervention Team (SIT) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.
The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Shadow Hills Elementary School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

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 | | |
| | 20 | 21 | 22 | 20 | 21 | 22 | 20 | 21 | 22 | 20 | 21 | 22 |
| K | 12 | 33 | 23 | 12 | 2 | 5 | | 3 | | | 1 | 1 |
| 1st | 14 | 33 | 21 | 4 | 3 | 3 | 4 | 3 | 3 | | 1 | 1 |
| 2nd | 18 | 32 | 20 | 4 | 3 | 4 | 4 | 2 | 2 | | 1 | 1 |
| 3rd | 19 | 32 | 19 | 2 | 3 | 4 | 4 | 3 | 2 | | 1 | 1 |
| 4th | 20 | 37 | 39 | 4 | 1 | 1 | 6 | 2 | 2 | | 2 | 2 |
| 5th | 22 | 34 | 29 | 4 | 1 | 2 | 6 | 2 | 2 | | 1 | 2 |
| 6th | | | | | | | | | | | | |
| Other | 30 | 24 | 27 | | | | 1 | 4 | 1 | | | |

DISTRICT REVENUE SOURCES
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:
• After School Education
• Career Technical Education
• Extended Learning Opportunities
• Lottery: Instructional Materials
• Partnership Academies Program
• Special Education
• Supplementary Programs
• Title I, II, III, IV
• Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES
The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.
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.

| 2020-21 Expenditures per Pupil | |
|---|---|
| School: Total Expenditures Per Pupil | $ 8,634 |
| School: From Supplemental/Restricted Sources | $ 1,643 |
| School: From Basic/Unrestricted Sources | $ 6,992 |
| District: From Basic/Unrestricted Sources | $ 6,057 |
| Percentage of Variation between School & District | 15.44 % |
| State: From Basic/Unrestricted Sources | $ 6,594 |
| Percentage of Variation between School & State | 6.04 % |

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.

| 2020-21 Average Salary Information | | |
|---|---|---|
| | **District** | **State** |
| Beginning Teachers | $ 50,645 | $ 51,081 |
| Mid-Range Teachers | $ 81,674 | $ 77,514 |
| Highest Teachers | $ 109,766 | $ 105,764 |
| Elementary School Principals | $ 124,573 | $ 133,421 |
| Middle School Principals | $ 124,573 | $ 138,594 |
| High School Principals | $ 137,291 | $ 153,392 |
| Superintendent | $ 250,000 | $ 298,377 |
| Teacher Salaries | 32 % | 32 % |
| Administrative Salaries | 5 % | 5 % |

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.

| 2020-21 Average Teacher Salary | |
|---|---|
| School | $ 87,320 |
| District | $ 89,523 |
| Percentage of Variation between School & District | -2.46 % |
| All Similar School Districts | $ 85,368 |
| Percentage of Variation between School & State | 2.29 % |

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 weekly assemblies centered on positive character traits whereby a character trait is selected and modeled.
Discipline is done with dignity utilizing progressive discipline 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.