

# Fontana Unified School District

## Mango Elementary

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

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#### SCHOOL INFORMATION

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(909) 357-5660  
<http://www.fusd.net>

#### SUPERINTENDENT

Miki R. Inbody  
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#### DISTRICT INFORMATION

Fontana Unified School District  
9680 Citrus Avenue  
Fontana, CA 92335  
(909) 357-7600

#### 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:

Welcome to Mango Elementary School, a No Excuses University School and twice honored California Distinguished School!

In accordance with Proposition 98 and the Classroom Instructional Improvement and Accountability Act, the purpose of the School Accountability Report Card is to provide parents and the community with information about academic achievements, adequacy of instructional materials, status of campus facilities, student safety practices, qualification of professional staff, and progress in meeting state standards.

We are proud to share with you the details of Mango's instructional accountability and conditions for teaching and learning. Mango has an outstanding and highly qualified teaching staff dedicated to producing academically proficient students in a nurturing environment. We are confident that each student will leave Mango both college bound and equipped with 21st century skills. Mango holds high academic expectations and social standards for every student using the No Excuses University comprehensive model of college readiness. We anticipate that your child will experience a productive and fulfilling year with our dynamic teachers and support staff.

It is also our desire to maintain open communication with our parents and the community as we work to educate and nurture the world's greatest resource, our children. Our core values are centered around our students and what is best for them at all times. Our Mango community is committed to doing whatever it takes to foster and develop well-rounded students to excel academically and to be socially responsible by instilling a love of learning, fostering intrinsic motivation, and supporting success by setting achievable personal goals.

### SCHOOL PROFILE

Mango Elementary School employs several research-based strategies to ensure the academic success of all students in a safe and comprehensive educational experience. As a member of the nation-wide No Excuses University Network, Mango actively promotes a model of college readiness to all students beginning in elementary school. Specifically-designed lessons are developed to incorporate college readiness activities to prepare students for a four-year university should they choose to attend.

The primary focus at Mango Elementary is to meet the needs of all students. This is established by offering full-day Kindergarten, inclusion model to support students with special education services within the general education setting, a dance collaborative for third and fourth grade students, and PBIS to promote positive behavior and school climate. The pre-school program at Mango Elementary is open to three and four year old students and offers a child-centered curriculum focusing on physical, cognitive, and social-emotional growth.

#### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	49.1
Male	50.9
Non-Binary	
American Indian or Alaska Native	0.2
Asian	2.3
Black or African American	4.9
Filipino	0.8
Hispanic or Latino	85.4
Native Hawaiian or Pacific Islander	0.2
White	4.7
Two or More Races	0.8
EL Students	22.9
Foster Youth	1.2
Homeless	2.5
Military	
Socioeconomically Disadvantaged	77.3
Migrant Education	
Students with Disabilities	13

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	70
1st	66
2nd	77
3rd	79
4th	87
5th	106
6th	0
Total	485

#### 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)	19.50	74.64	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.83	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	5.60	21.50	407.00	23.67	18,854.30	6.86
Total Teaching Positions	26.10	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)	24.50	97.04	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	0.70	2.96	87.80	5.02	15,831.90	5.67
Total Teaching Positions	25.30	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)	4.90	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:	03/24/2022
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	
INTERIOR: Interior Surfaces	Good	P- I 31: 4. CARPET HAS TEARS/ WORN. P- I 32: 4. CARPET IS STAINED AND WORN. PRESCHOOL: 4. WATER STAIN CEILING TILES .
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Fair	PRESCHOOL, RM 16, RM K 4: 11. PAINT IS CHIPPING ON DOOR HANDLE. ADMIN BLDG: 11. PAINT IS CHIPPING ON EXT DOOR HANDLES. P- I 32: 11. PAINT IS CHIPPING RAILING.
STRUCTURAL: Structural Damage, Roofs	Good	P- B 23, P- B 26: 12. DRY ROT ON RAMP SKIRTING. P- B 30, P- I 31: 12. DRY ROT ON SKIRTING. P- B 27: 12. DRY ROT ON SKIRTING AND SIDING. P- I 32: 12. RAMP SKIRTING IS MISSING.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P- B 30: 14. TRIP HAZARD AT RAMP ENTRY.

#### SCHOOL FACILITIES

##### Age and Condition of Facilities

Mango Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1992, the school sits on 10 acres and includes a library, 23 permanent classrooms, 10 portable classrooms, two computer labs, a staff lounge, a teacher work room and a cafeteria/multipurpose room with a stage area.

##### Campus Supervision

Mango campus opens at 7:15 am and all students are escorted into the cafeteria. Before school breakfast begins at 7:20 am until 7:40 am. Students are supervised by three school site aides during this time. At 7:35 am, students are allowed to enter playground that is being supervised by one school site aide and three certificated teachers. Three school site aides monitor each of the three recesses daily (K-1, 2-3, and 4-5) to ensure students play safely and are adhering to the school wide expectations. During lunch, there are two-three school site aides monitoring the playground. Each grade level has a separate lunch time period. School site aides are stationed appropriately to ensure all students are visible and can properly monitor all student activities. When students are dismissed for the day, all teachers escort their classes to the bus and student pickup areas to ensure a safe and orderly departure. Mango 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 two full-time evening custodian are assigned to Mango 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 principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked for cleanliness in the morning, afternoon, and as needed throughout the day. 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 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 district's maintenance department. The Maintenance Department identifies the scope of each project and assigns the projects 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, re-sealing of gym floor, solar installation projects, paint exterior of entire school, paint interior of entire school, 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: Prop 39 replacement of multiple HVAC systems, install shade structure for State pre-school playground.

#### 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)	29	34	47
Mathematics (Grades 3-8 and 11)	20	18	33
Science (Grades 5, 8, and 10)	17	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	270	265	98.15	1.85	28.68
Male	147	146	99.32	0.68	24.66
Female	123	119	96.75	3.25	33.61
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	234	231	98.72	1.28	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	67	64	95.52	4.48	9.38
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	202	98.54	1.46	24.75
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	35	35	100.00	0.00	17.14

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	270	264	97.78	2.22	20.08
Male	147	145	98.64	1.36	16.55
Female	123	119	96.75	3.25	24.37
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	234	229	97.86	2.14	20.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	67	66	98.51	1.49	3.03
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	200	97.56	2.44	16.50
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	35	35	100.00	0.00	8.57



Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	102	100	98.04	1.96	17.00
Male	58	58	100.00	0.00	18.97
Female	44	42	95.45	4.55	14.29
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	83	98.81	1.19	16.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	29	29	100.00	0.00	3.45
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	81	80	98.77	1.23	15.00
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	98	98	98	98	98

**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>2021-22</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	548	522	264	50.6
Female	270	263	127	48.3
Male	278	259	137	52.9
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	11	11	3	27.3
Black or African American	30	27	12	44.4
Filipino	6	5	1	20
Hispanic or Latino	465	446	231	51.8
Native Hawaiian or Pacific Islander	1	1	1	100
White	27	24	13	54.2
Two or More Races	4	4	1	25
EL Students	139	132	54	40.9
Foster Youth	9	8	5	62.5
Homeless	12	11	4	36.4
Military				
Socioeconomically Disadvantaged	428	409	214	52.3
Migrant Education	0	0	0	0
Students with Disabilities	83	76	44	57.9

#### PARENT ENGAGEMENT

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

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

#### PARENT INVOLVEMENT

Parents are encouraged to get involved in Mango Elementary School's learning community by volunteering in the classroom, attending school events, sharing in the decision-making process, or taking advantage of parent education activities. Events such as Parent Orientation, Open House, Literacy Night, Math Night, STEM Night, Science Fair, and other family fun nights provide opportunities for parents to interact with school staff while supporting their child's academic programs.

The School Site Council, Parent Teacher Association, Student Intervention Teams, parent academies, Coffee with the Principal, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs.

School-to-home communication takes place in both English and Spanish. Such communications include, but are not limited to, Blackboard Connect Internet-based telephone messages from school staff to each student's home, progress reports sent home each quarter, and class and/or grade level specific newsletters on current classroom activities and lessons. All student activities are posted on Teams, Twitter, Peachjar, Blackboard Connect, and mass email.

#### 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	0	1.09	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	1.09	0
Female	0.74	0
Male	1.44	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.33	0
Filipino	0	0
Hispanic or Latino	0.86	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	1.44	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	1.4	0
Migrant Education	0	0
Students with Disabilities	0	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)	970

#### 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

### COUNSELING AND SUPPORT SERVICES

Mango 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.

Student Intervention Teams (SIT) made up of teachers and other support staff address issues that affect the ability of a student to perform at his/her best in school and recommend intervention strategies/services to meet the unique needs of referred students. Each grade level collaborative team evaluates and recommends various intervention strategies and services to meet the unique needs of their 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. Mango 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	24	43	18		1	4	6	2	4		1	
1st	18	41	14	4	2	6	6	3	2		1	
2nd	16	38	18	4	3	3	6	3	6		1	
3rd	18	32	18	3	4	3	8	3	6		1	
4th	27	21	29	3	4	2	8	12	6			1
5th	22	25	28	4	3	3	10	9	9			2
6th												
Other	11	14	12	2	1	4						

### 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	\$ 6,793
School: From Supplemental/Restricted Sources	\$ 1,416
School: From Basic/Unrestricted Sources	\$ 5,376
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-11.24 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-18.47 %

### 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	\$ 75,134
District	\$ 89,523
Percentage of Variation between School & District	-16.07 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	-11.99 %

### DISCIPLINE AND CLIMATE FOR LEARNING

Mango Elementary has adopted the Positive Behavior Intervention and Support (PBIS) framework to promote a healthy school climate and positive discipline approach. The school operates under three school-wide expectations: be safe, be responsible, be kind.

Students are aware of their responsibilities in maintaining good behavior and work as a team to ensure conduct in the classroom and on the playground is appropriate and respectful.

Progressive discipline measures begin in the classroom. If a student continues making poor choices in behavior, the student is referred to the principal's office where more serious strategies are employed.

Classroom teachers review and discuss school rules and behavior expectations with students at the beginning of the school year. The principal hosts a schoolwide discipline assembly to review school rules and consequences for poor conduct. A PBIS walk was conducted using student leaders to teach all students the expected behaviors around campus.

Each student is provided a student handbook which contains academic, discipline, and safety policies. All third through fifth grade students are given a student planner which may be used by students to record homework assignments and used as a communications tool between parents and teachers. The school-wide expectations matrix is posted throughout the school.

Students who have demonstrated outstanding academic achievements, attendance, and citizenship are honored at awards assemblies held two times a year. Each Monday, students may earn a ticket to college award for displaying good character, which is a special certificate from the principal.

#### "No Excuses" Culture

One of the most important factors of the No Excuses University at Mango is the partnering of a classroom with a university. All of Mango Elementary School's classes have been adopted by a university. Each classroom's university sponsor donates items symbolizing the college (ie, pennants, posters, etc). All teachers maintain classroom bulletin boards featuring college-related information. All students create a pennant identifying the year in which they will graduate; the pennants are displayed in the main hallway located at the campus entrance.