

JUNIPER ELEMENTARY SCHOOL

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2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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Inspection Results

The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

Principal's Message

I'd like to welcome you to Juniper's Annual School Accountability Report Card which provides valuable information about Juniper's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our schools and the community in ongoing program improvement.

Our top two priorities at Juniper School are safety and academic achievement. With this focus, as an SBCP and Title I school, we plan our curriculum, instruction, assessments, and staff development to better meet the needs of all our students. We hold both staff and students accountable for their work, as we provide curriculum and instruction that meet or exceed state standards.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular that a well-informed public is vital

in continuing to advance in an ever-evolving world. Thank you for helping Juniper School change with the times and maintain flexibility in this and future years.

School Mission

At Juniper Elementary School, our purpose is to raise student achievement through academic standards-based goals. The school family and community collaborate to support the student's learning. Educators adjust programs to students' needs to show and measure growth using assessment analyzing data and providing interventions for students not meeting goals. The learning community will foster students' academic, social, and emotional needs.

Parent Involvement

Parents are encouraged to get involved in Juniper Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to work in the classroom, the library, or school office. Events such as Back to School Night, Open House, parenting classes, Reading Festival, and monthly coffees with the principal

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide opportunities for parents to give their input on curricular programs and financial planning. Parents seeking more information about contributing to Juniper Elementary's school community may contact the school office at (909) 357-5480.

School-to-home communication is provided in both English and Spanish. The school newsletter features messages from the principal and assistant principal, dates of special events and activities, and student recognition announcements. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Progress reports and report cards are issued each trimester. The school marquee highlights special announcements and reminders. Communication with parents is an ongoing process for school administration and teachers. Personalized notes addressing individual student progress are prepared as needed to keep parents up to date with their child's school performance.

School Profile

Juniper Elementary School is a multi-track, year-round school serving 685 students in kindergarten through fifth grade, including 10.6% in special education, 56.4% qualifying for English learner support, and 69.8% qualifying for free or reduced price lunch. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focused on physical, cognitive and social-emotional growth. The K-5 curriculum places a strong emphasis on monitoring student progress very closely, identifying each student's academic needs and learning levels to provide targeted individualized assistance. Teachers meet routinely at each grade level to analyze student performance and develop customized intervention strategies quickly to ensure students' academic needs are met timely.

Percentage of Students by Ethnicity 2007-08 Enrollment: 685

African-Amer.	5.3%
Amer. Indian or Alaskan Native	0.3%
Caucasian	3.8%
Asian	0.2%
Filipino	1.2%
Hispanic or Latino	88.5%
Pacific Islander	0.2%
Multiple or No Response	0.7%

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Juniper Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Juniper Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Juniper Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures

academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report (page 3) illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, Juniper Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 26.8% of fifth grade students were in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Juniper			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	26	32	37	28	30	34	42	43	46
Math	32	43	45	27	27	30	40	40	43
Science	9	27	40	18	23	31	35	38	46
History				17	17	19	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Juniper						
	African-Amer.	Amer. Alaskan Native	Indian or Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	22	*		*	37	*	43
Math	22	*		*	46	*	36
Science	*			*	39		*
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Juniper					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	33	38	27	37	17	
Math	46	44	41	45	41	
Science	52	25	16	40	*	
History						

**Academic Performance Index (API)
Three-Year Performance Comparison**

Results	2008 API Score	API Rank		
		2005	2006	2007
		Increase/Decrease in API		
Statewide Rank		3	3	4
Similar Schools Rank		8	8	9
Schoolwide - All Students	747	0	41	12
Ethnic Subgroups				
Hispanic or Latino	746	2	34	16
Other Subgroups				
Economically Disadvantaged	747	0	41	12
English Learners	742	26	32	12

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.
- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2007-08**

Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?

AYP Indicator	Juniper	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Juniper Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

Title I Program Improvement (PI) Status

	Juniper	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

School Facilities & Safety

Juniper Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 1958; since that time, the campus has undergone extensive renovation and modernization. Additional buildings have been added over the years to accommodate increasing enrollment. Most recently, in 2005-06 the cafeteria was repainted and a new roof installed, one portable classroom was added, and three new sets of play equipment were installed, and new picnic

tables were placed underneath trees near lunch areas. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

	Qty.
Year Built	1958
Acreage	8.72 ac
Square Footage	63,055 sf
# of Permanent Classrooms	20
# of Portable Classrooms	16
# of Restrooms (student use)	3 sets & 2 unisex
Library	1
Computer Lab	1
Multipurpose Room	1

Campus Supervision

When students arrive on campus each morning, five noon duty aides share supervision of students and are stationed at the student drop off areas, bus areas, the cafeteria, and the playground. One teacher assists with bus area supervision and additional teachers are strategically placed on campus, including the front entrance gate to greet students. During recess, five noon duty aides are on the playground to ensure students play safely. At lunch time, two noon duty aides monitor cafeteria activities and three noon duty aides are located on the playground to supervise students. At the end of the school day, teachers escort their students to designated dismissal areas; assigned teachers monitor the student

pickup area, bus loading zone, and exit gates to ensure all students depart safely. One noon aide in the bus area, one noon aide at the crosswalk, one noon aide at each dismissal gate, and two noon aides in front of the school supervise students as they depart the campus. Juniper Elementary 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.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in April 2008. Due to the multi-track schedule, updating and reviewing activities were held in two sessions. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: 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, and conflict resolution.

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

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Most Recent Inspection: February 19, 2008				Repair Needed and Action Taken or Planned
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			Rooms 22, 24, 25, 29, 32, 35, 40 Office Middle, 39 Lounge: Replace stained ceiling tiles. Rooms 11, 12: Paint closet door, peeling. MPR Stage: Repair loose ceiling tiles.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			Room 26: Replace dry rotted T11 siding east outside wall. Portable Custodial: Repaint outside ramps with non-skid coating. Play equipment area east: Add wood chips to north side of play area and level out area.
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			Room 37: Repair leaky drinking fountain on west outside wall.
Restrooms	✓			Portable Girls' Restroom: Repair toilet in 2nd stall, leaking water at base when flushed.
Sewer	✓			38 Library: Repair loose metal cover plate over outside drain on east side of library building. W. O. #41038
Playground/School Grounds	✓			
Roofs	✓			Room 22, 24, 29, 40 Office Middle: Check for roof leaks.
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the 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.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Juniper Elementary 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 (and occasionally the principal) inspects facilities for safety hazards graffiti, and other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked a minimum of three times a day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Juniper Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 19, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Juniper Elementary received \$26,320 of deferred maintenance funds which were used for electrical improvements throughout the campus.

Classroom Environment

Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.3	8		
1	20.0	4	3	
2	18.4	9		
3	19.6	7		
4	29.5		4	
5	29.7		5	1
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.1	8		
1	19.7	7		
2	20.5	3	3	
3	17.7	9		
4	29.2		5	
5	30.0		4	
K-3	20.0	1		
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	14.3	6		
1	19.6	5		
2	19.6	4	1	
3	20.0	5		
4	31.5		1	3
5	28.8		4	
Combo K-3	20.0	2		

Combo classes are any combination of grades K-3.

Discipline & Climate for Learning

Students at Juniper Elementary are guided by specific rules and behavioral expectations established by the Fontana Unified School District. School staff view a safe and orderly campus as an essential component of successful education. All students are expected to comply with school rules, maintain proper standards of dress and appearance, and be accountable for their conduct at all times. The school strives to prepare students for citizenship and create an awareness of their individual responsibility. Classroom teachers and school administrators employ a progressive approach when working with students who have difficulty following school rules and making good choices. Consequences for poor behavior are administered in the classroom; For those students who continue to display unacceptable behavior, parents are contacted and more serious consequences are placed upon the student based upon the nature of the infraction.

At the beginning of the school year, each student is provided a parent/student handbook which contains academic, behavioral, and safety expectations. Behavior assemblies for each grade level are held within the first week of school to explain and discuss school rules and behavioral expectations. As tracks begin their sessions, the teacher reminds students of their behavioral responsibilities.

Suspensions & Expulsions			
Juniper			
	05-06	06-07	07-08
Suspensions (#)	17	41	28
Suspensions (%)	1.92%	4.82%	4.09%
Expulsions (#)	0	1	0
Expulsions (%)	0.00%	0.12%	0.00%
FUSD Elementary Schools			
	05-06	06-07	07-08
Suspensions (#)	775	735	707
Suspensions (%)	3.86%	3.72%	3.59%
Expulsions (#)	11	13	3
Expulsions (%)	0.05%	0.07%	0.02%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students who are "caught being good" are presented with Growling Good Behavior slips which are placed into a weekly drawing. The principal visits each classroom to award the winning students with a prize from the treasure chest. Once a month, teachers select one student from their class to be honored as the Student of the Month and

have lunch with the principal in recognition for their efforts in completing homework assignments on time, being a good citizen, or being respectful to others. Students who have maintained good behavior or improved attendance for the month are eligible to have lunch with the principal. Each month, students select one of their classmates who has been a good citizen; the chosen student is presented with a special certificate. At the end of each trimester, all students with outstanding achievements in academics and attendance are honored at schoolwide assemblies.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. All students are invited to join the Juniper Dance Group (folkloric) which performs at school and community events throughout the year. The City Parks and Recreation Department offers SMARTKids which offers different activities, such as tutoring or after-school daycare, from 3:13 p.m. to 6:00 p.m. (Tuesdays from 12:50 p.m. to 6:00 p.m.).

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Juniper Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Juniper Elementary held three staff development days that focused on:

- Mapping of Standards for English Learners
- Differentiated Instruction
- Discipline/School Climate

**Staff Development Days
Three-Year Trend**

2005-06	2006-07	2007-08
3	3	3

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign

language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 8:00 a.m. to 4:00 p.m. and is staffed by a media specialist. The library features over 11,300 titles in English and more than 350 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Six Internet-accessible computers are available for online research. Students visit the library with their class at least once a week for a period of 40 minutes; students may visit the library independently before school, during lunch, during recess, and after school.

Technology Resources

During the 2007-08 school year, Juniper Elementary had a total of 224 computers; all classrooms had Internet access. Each classroom has between four and five computers. Students use classroom computers for research, SuccessMaker®, word processing, desktop publishing, and graphics presentations. The school's computer lab features 40 computers, all with Internet access. A mobile lab with 36 wireless laptops is available for whole class instruction. Each teacher determines the subject area and method to integrate technology into all subject areas. Teachers utilize the labs for whole class instruction using SuccessMaker®, a computer-based language arts and math program based on state standards, which assesses mastery of skills and identifies appropriate intervention strategies on an individual basis. Each classroom is equipped with a teacher's laptop, LCD projector, SMARTBoards and document camera which are used to enhance class instruction.

District Adopted Textbooks

Publisher	Grades	Year Adopted
Language Arts		
Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
Hampton Brown; <i>Into English</i>	K-5	1998
Math		
Scott Foresman; <i>California Mathematics</i>	K-5	2008
Science		
Houghton Mifflin; <i>California Science</i>	K-5	2007
Social Science		
Houghton Mifflin; <i>Social Studies</i>	K-5	2006

Professional Staff

Teacher Assignment

For the 2007-08 school year, Juniper Elementary had 31 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

	Teacher Credentials & Assignments							
	Juniper				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	41	41	31		1823	1885	1869	
Teachers with Full Credential	39	40	31		1723	1802	1764	
Teachers without Full Credential	2	1	0		100	83	105	
Teachers in Alternative Routes to Certification	0	0	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	1	0		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	6	3	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	6	3	0	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

	Salary Comparison 2006-07	
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5%	39.9%
Administrative Salaries	4.9%	5.5%

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Juniper	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels 2007-08	
	Juniper	FUSD
	%	%
Doctorate	3.2	1.5
Master's Degree plus 30 or more semester hours	32.3	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	58.1	49.2
Bachelor's Degree	6.5	11.3
Less than a Bachelor's Degree	0.0	2.2

Counseling & Support Services Staff

Juniper Elementary 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 Success Teams (SST) 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. Juniper Elementary'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.

	Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08	
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.4
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.3
LSH Aide	1	0.7

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

**Current Expense of Education per Pupil
2006-07**

Expenditures Per Pupil	Dollars Spent per Student				
	Juniper	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,338	\$7,893	67.6%	N/A	N/A
Restricted (Supplemental)	\$1,131	\$2,383	47.5%	N/A	N/A
Unrestricted (Basic)	\$4,207	\$5,510	76.3%	\$5,300	79.4%
Average Teacher Salary	\$57,119	\$64,747	88.2%	\$65,008	87.9%

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Juniper Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Juniper Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Juniper Elementary is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grand 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 6, 2008. Results of the inspection and corrective action taken by the district are provided in table below. Unless otherwise noted, deficiencies identified during the county's inspection were corrected immediately.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Boys' RR K3	Windows/Doors/Gates/Fences	Door jam damaged on right stall	WO#64881 completed 8/25/08
Nurse's Office	Interior Surfaces	One stained ceiling tile	WO#64867 completed 8/26/08
Principal's Office	Interior Surfaces	Water stained ceiling tile	WO#64868 completed 8/26/08
Outside of Room 23	Structural Damage	Classroom ramp entrance not secured properly	Information not forwarded, will investigate
Library	Electrical	Two light fixtures not working	WO#64870 completed 9/10/08
Nurse's Office	Drinking Fountains	Sink leaking	WO#64866 completed 8/25/08
Girls' RR K3	Restrooms	Right hand faucet not operational	WO#64880 completed 8/25/08
Playground	Playground & School Grounds	1) Wood chips missing on North end of playground (WO#53865) 2) Handball court wood panels warping and cracking	1) Corrected 2/26/08 2) WO#64964 completed 4/1/09
Playground - Preschool	Playground & School Grounds	Lack of ground covering	No work order, community garden