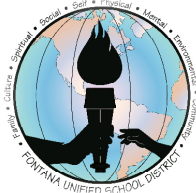


# JUNIPER ELEMENTARY SCHOOL



Grades PreK-5  
Adele Thomas, Principal  
7655 Juniper Avenue - Fontana, CA 92336  
(909) 357-5480 - FAX (909) 357-5483



## 2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

### FONTANA UNIFIED SCHOOL DISTRICT

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Fontana, CA 92335  
(909) 357-5000  
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### Board of Education

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Kathleen Binks  
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### District Administration

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Superintendent  
  
Alejandro Alvarez  
Associate Superintendent  
Division of Business Services  
  
Oscar Dueñas  
Associate Superintendent  
Division of Instructional Services  
  
William W. Wu, J.D.  
Assistant Superintendent  
Division of Human Resources

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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 and school facilities information were acquired on January

### 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 school 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.

### 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.

## School Profile

Juniper Elementary School is a single-track, year-round school serving 625 students in kindergarten through fifth grade, including 11% in special education, 52.6% qualifying for English learner support, and 85.5% qualifying for free or reduced-price meals. 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 in 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 / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	5.3%	Kindergarten	111
Amer. Indian or Alaskan Native	0.3%	Grade 1	95
Caucasian	2.9%	Grade 2	97
Asian	0.2%	Grade 3	110
Filipino	1.0%	Grade 4	117
Hispanic or Latino	89.9%	Grade 5	95
Pacific Islander	0.2%		
Two or More Races	0.3%		
Total Enrollment			625

## 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 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's community liaison at (909) 357-5480.

School-to-home communication is provided in both English and Spanish. The school newsletter features messages from the 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.

## 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.

### 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.

### 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.

### Standardized State Assessments

Students at Juniper Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and

	STAR Results All Students								
	Percentage of Students Scoring at Proficient & Advanced Levels								
	Juniper			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	37	44	46	34	38	42	46	50	52
Math	45	56	59	30	35	39	43	46	48
Science	40	53	56	31	33	39	46	50	54
History				19	25	31	36	41	44

*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.*

	STAR Results							
	Percentage of Students Scoring at Proficient & Advanced Levels 2009-10							
	Juniper							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	35	*		*	46	*	69	*
Math	65	*		*	58	*	85	*
Science	*			*	55		*	
History								

*\*When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

	STAR Results						
	Percentage of Students Scoring at Proficient & Advanced Levels 2009-10						
	Juniper						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education	
English-Language Arts	46	47	29	46	60		
Math	59	59	44	59	67		
Science	63	49	28	56	*		
History							

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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

### 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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report 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>.

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank			School Growth 2010	District Growth 2010	State Growth 2010
	2007	2008	2009			
Statewide Rank	4	4	5			
Similar Schools Rank	9	9	10			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	12	39	11	794	731	767
Ethnic Subgroups						
Hispanic or Latino	16	36	19	799	727	715
Other Subgroups						
Economically Disadvantaged	12	39	11	794	727	712
English Learners	12	38	13	792	703	691

### 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.

**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

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10		
Did the school and district meet or exceed 2010 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		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes

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; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.
- Each high school must have a graduation rate of 90%.

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### 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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	18.6%	38.4%	31.4%

### 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 2009-10, Juniper Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I program requirements.

Title I Program Improvement (PI) Status		
	Juniper	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9%

The statistical information in this table reflects the PI status during the 2010-11 school year.

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/](http://www.cde.ca.gov/ta/ay/).

## 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.

### 2009-10 Campus Improvements Projects:

- Installation of amplification/sound system in classrooms

Campus Description	
Year Built	1958
Acreage	8.72 ac
Square Footage	63,055 sf
	Qty.
# 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 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 the Miller exit gate, and one noon aide at the Juniper exit gate 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.

### Campus Maintenance

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

responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession 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.

### 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 2009-10 school year, Juniper Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

### Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Juniper Elementary at least twice a year. A formal inspection report is prepared

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: March 10, 2010	Good	Fair	Poor
	Work orders were generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Stained ceiling tiles in: 1; 36; 24; 17; 19; 32; 40, and Nurse Office. Lamps out in: 7; 22; 28; Preschool Restroom East; Linda Donaldson Center; 12, & MPR. Replace soap dispenser in: Portable Boys Restroom.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermis Infestation	✓		
Drinking Fountains (inside and outside)	✓		K1: Faucet button loose. K1/K2 Workroom; 4: 13: Adjust water pressure at drinking fountain. Boys Restroom by 9: Adjust water pressure at right sink.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Trash and debris in: 39 Storage; Mechanical Room, and MPR Storage.

Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
		✓	

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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. The most recent school inspection took place on March 10, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to use at all times.

### 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 February 2010. 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.

## 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					
2007-08					
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	
Combo K-3					
2008-09					
K	14.0	6			
1	20.4	3	2		
2	18.3	6			
3	18.8	6			
4	32.3		2	1	
5	29.5		4		
Combo K-3					
2009-10					
K					
1					
2					
3					
4					
5					

2009-10 Data was not available at the time of publication of this report.

### Discipline & Climate for Learning

Juniper Elementary has adopted the Character Counts program as a foundation for its school rules, character education, classroom management, and student recognition programs. Throughout the year, Character Counts traits are introduced during assemblies and then reinforced through class lessons and coursework.

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. Students who continue to display unacceptable behavior are referred to the principal for further intervention which may include a phone call to the referred student's parents. Consequences are applied based upon the nature of the incident and severity the behavior.

At the beginning of the school year, each student is provided a parent/student handbook which contains academic, behavior, and safety expectations. Behavior assemblies for each grade level are held within the first week of school to explain and discuss school rules and behavior expectations. At the beginning of each trimester, teachers revisit and reinforce school rules and behavior expectations during class discussions. The principal visits classrooms as needed to address students regarding increasing trends of unacceptable behavior.

	Suspensions & Expulsions		
	Juniper		
	07-08	08-09	09-10
Suspensions (#)	28	39	27
Suspensions (%)	4.09%	6.08%	4.32%
Expulsions (#)	0	1	0
Expulsions (%)	0.00%	0.16%	0.00%
FUSD Elementary Schools			
	07-08	08-09	09-10
Suspensions (#)	707	1219	939
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	0.01%

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. Students whose slips are selected from the drawing are addressed through the intercom system and invited to visit the office to receive their incentive prize from the treasure chest.

Once a month, teachers select one student from their class to be honored as the Student of the Month in recognition of outstanding academic achievement. Selected students are invited to have lunch with the principal and receive a special certificate. Students who

have demonstrated Character Counts behaviors or have improved attendance for the month are eligible to have lunch with the principal. Each month, students select one of their classmates who has modeled Character Counts behaviors; 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. Student leadership opportunities are provided through the Associated Student Body; teachers recommend students for participation. GATE students are invited to participate in theme-based activities held afterschool weekly on Wednesdays. The local parks and recreation department sponsors the Fontana After-school Program which offers supervised 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

### 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 October 6, 2010, 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 #10-57 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 SARC's the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2010-11 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own 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 books 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. Four 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 2009-10 school year, Juniper Elementary had a total of 235 computers; all classrooms had Internet access. Each classroom has between four and five computers. Students use classroom computers for research, SuccessMaker®, KidBiz3000, 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 content areas. Teachers utilize the labs for whole class instruction using SuccessMaker® and KidBiz3000, computer-based language arts and math programs which assess mastery of skills and identify appropriate intervention strategies on an individual basis. All classrooms are equipped with a teacher's laptop, LCD projector, SMARTBoard, document camera, and amplification sound system which are used to enhance class 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.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

During the 2009-10 school year, Juniper Elementary held two staff development days that focused on:

- Measure of Academic Progress (MAP)
- SPARK (physical education curriculum)
- Character Counts
- Juniper's Intervention Plan
- Developing Concepts, Skills, and Mathematical Reasoning Using Math Games

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
<b>Language Arts</b>			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
<b>Math</b>			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
<b>Science</b>			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
<b>Social Science</b>			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

As a supplement to district-sponsored professional development buy-back days, Juniper Elementary offers staff training throughout the year on early release days to address identified areas of need and new programs. All members of Juniper Elementary's leadership team participated in a five-day Professional Learning Communities training. During the 2009-10 school year, schoolwide teacher training activities focused on:

- Grade level team collaboration - analyzing student data, planning
- MAP - follow-up training, benchmarks analysis, student grouping
- Character Counts

Juniper Elementary's Reading Coach leads some staff development activities and offers teacher support aimed at improving student achievement and increasing teacher effectiveness. Instructional support is provided through in-class observation, mentoring, and modeling class lessons.

Fontana Unified School 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. These programs include:

- Algebra Readiness
- SPARK PE Booster
- Classroom Management
- Academic Vocabulary and Research Techniques Workshop
- 40 Developmental Assets
- Providing Meaningful Feedback Workshop
- New To Middle School?
- Research-Based Instructional Strategies for English Learners
- Genre Specific Writing Workshop - Narrative
  - Genre Specific Writing Workshop - Response to Literature
- Genre Specific Writing Workshop - Persuasive

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

## Professional Staff

### Teacher Assignment

For the 2009-10 school year, Juniper Elementary had 24 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

## 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 Intervention Teams (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.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	2009-10	
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.5
School Nurse	1	0.2
Health Assistant	1	0.8
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.3
LSH Aide	1	0.7
Community Liaison	1	1.0

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

### Teacher Credentials & Assignments

	Juniper				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	31	30	24		1869	1898	1608	
Teachers with Full Credential	31	30	24		1764	1816	1584	
Teachers without Full Credential	0	0	0		105	82	24	
Teachers in Alternative Routes to Certification	0	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	1	1		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Juniper	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

### Teacher Education Levels

	2009-10	
	Juniper %	FUSD %
Doctorate	4.0	0.4
Master's Degree plus 30 or more semester hours	4.0	3.1
Master's Degree	44.0	37.5
Bachelor's Degree plus 30 or more semester hours	44.0	52.1
Bachelor's Degree	4.0	7.0
Less than a Bachelor's Degree	0.0	0.0

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.

## 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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

### Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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.)

Current Expense of Education per Pupil 2008-09					
Dollars Spent per Student					
Expenditures Per Pupil	Live Oak	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$7,122	\$6,037	118.0%	N/A	N/A
Restricted (Supplemental)	\$2,262	\$1,650	137.1%	N/A	N/A
Unrestricted (Basic)	\$4,861	\$4,387	110.8%	\$5,681	85.6%
Average Teacher Salary	\$67,922	\$61,647	110.2%	\$68,179	99.6%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received general, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program

- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement

## 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