

FONTANA UNIFIED SCHOOL DISTRICT

JUNIPER ELEMENTARY SCHOOL

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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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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 school facilities and instructional materials were acquired May 2006.

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.

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 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 Language Advisory Council provide opportunities for parents to give their input on curricular programs and financial planning.

School-to-home communication takes place through the monthly school newsletter which features messages from the principal and assistant principal, dates of special events and activities, and student recognition announcements. ConnectEd 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 between 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. Parents seeking

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.

more information about contributing to Juniper Elementary's school community may contact the school office at (909) 357-5480.

School Profile

Juniper Elementary School is a multi-track, year-round school serving 926 students in kindergarten through fifth grade. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing 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.

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

During the 2004-05 school year, district language arts assessments were given five times and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Juniper Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

California English Language Development Test

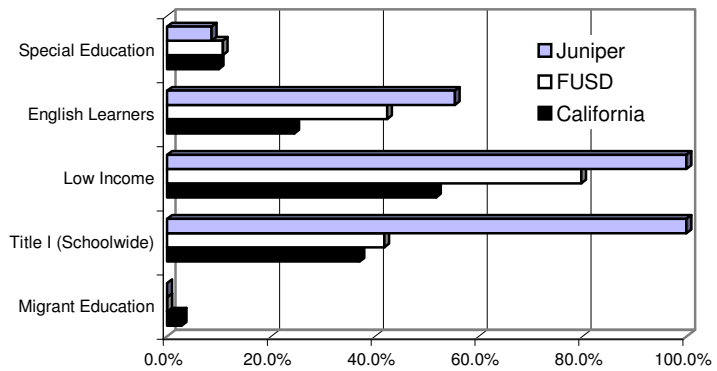
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they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

Standardized State Assessments

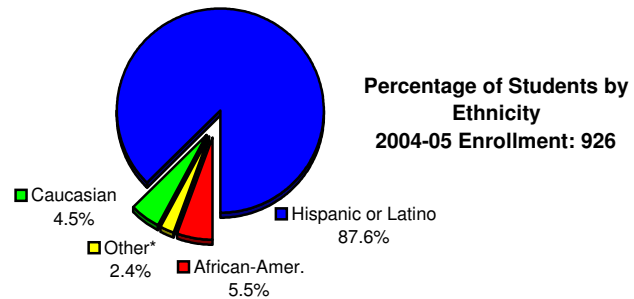
Students at Juniper Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



*American Indian or Alaskan Native, Filipino, Pacific Islander, Asian and Multiple or No Response combined.

District-Administered Assessments

2002-03						
Grade	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	75%	65%	86%	47%	40%	21%
Writing	N/A	28%	59%	44%	23%	34%
2003-04						
Grade	K	1	2	3	4	5
Reading	68%	56%	15%	17%	15%	15%
Math	71%	74%	65%	57%	34%	18%
Writing	N/A	45%	40%	36%	34%	44%
2004-05						
Grade	K	1	2	3	4	5
Reading	45%	27%	52%	25%	32%	19%
Math	79%	65%	78%	67%	55%	26%
Writing	N/A	58%	51%	42%	41%	46%

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Juniper			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	20	21	17	29	29	27	43	43	41
Math	31	36	44	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Juniper							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	
Reading	*	*			17		*	
Math	*	*			44		*	

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

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average (50th Percentile Rank)
2004-05

	Juniper					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	16	18	17	17	9	
Math	45	44	42	44	55	

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

	Juniper			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	13	17	23	18	20	25	35	36	40
Math	29	30	38	24	23	26	35	34	38
Science		7	11	11	9	11	27	25	27
History				15	16	18	28	29	32

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

Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

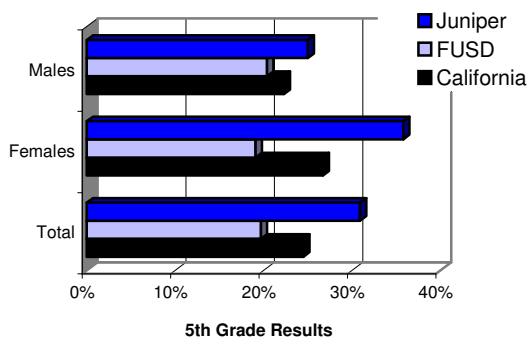
	Juniper						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	12	*			23	*	33
Math	25	*			39	*	39
Science	*				12	*	*
History							

**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
2004-05

	Juniper					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	23	24	16	24	13	
Math	40	37	34	38	27	
Science	15	8	1	11	0	
History						

Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05



CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <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 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."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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 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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Juniper Elementary School met all 2005 AYP criteria and therefore is not required to enter Title I Program Improvement status.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP.

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

Academic Performance Index (API)									
API Base				API Growth					
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005		
Percent Tested	99	100	99	Percent Tested	100	99	100		
API Base Score	596	618	641	API Growth Score	616	639	688		
Growth Target	10	9	8	Actual Growth	20	21	47		
Statewide Rank	2	2	2	Eligible for GPA	Yes	Unfunded	Unfunded		
Similar Schools Rank	5	7	7	Eligible for II/USP	Unfunded	Unfunded	Unfunded		

API Significant Subgroup Results

Hispanic or Latino									
API Base Score	593	618	641	API Growth Score	616	638	688		
Growth Target	8	7	6	Actual Growth	23	20	47		

Socioeconomically Disadvantaged									
API Base Score	588	618	641	API Growth Score	616	639	688		
Growth Target	8	7	6	Actual Growth	28	21	47		

Adequate Yearly Progress (AYP)

	Juniper			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	Yes	Yes	No	No	No

	Subgroup Results			Subgroup Results		
	Juniper			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	Yes	No	Yes	No
Special Education	N/A	N/A	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation

	Juniper
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A

	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

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 2004-05, Juniper Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation 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/.

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, construction of two classroom wings were completed in 2002 and 2004, respectively. Ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1958
Acreage	8.72 ac
Square Footage	63,055
	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 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 student pickup area, bus loading zone, and exit gates to ensure all students depart safely. 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, and updated between January and April 2006. The school safety plan was shared with school staff in February and March 2006. 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 visitors. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards the requests to the principal for review; upon approval, the principal 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 or assistant principal) inspects facilities for safety hazards or 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 Juniper Elementary on an annual basis 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 July 29, 2005. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection		
Most Recent Inspection: July 29, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	Portions of fence required repair
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	No	Two holes found in flooring in two separate restrooms.
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	Replace burned out light bulbs.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms	No	Two fixtures in two separate restrooms required repair and replacement.
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

100% of restrooms fully operational during the 2004-05 school year.

Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

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 2004-05 school year, Juniper Elementary received \$15,149.80 in deferred maintenance funds for repairs to conduit system and new carpeting in portable classrooms.

Classroom Environment

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

	Suspensions & Expulsions		
	Juniper		
	02-03	03-04	04-05
Suspensions (#)	26	54	37
Suspensions (%)	2.93%	5.67%	4.00%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

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.

for poor behavior are administered in the classroom, and 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 policies. Behavior assemblies are held within the first few weeks of school to explain and discuss school rules and behavioral expectations. Throughout the year, the principal reminds students of their academic and behavioral responsibilities at grade level assemblies or in individual classroom discussions.

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 Growing Good Behavior slips which are entered 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 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 of each trimesters, 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 (folklorico) which performs at school and community events throughout the year.

Instructional Time

During the 2004-05 school year, all instructional time offered at Juniper Elementary exceeded state requirements. Due to bus schedules and a multiple-track calendar, actual minutes vary slightly by track and school. For the 2004-05 school year, Juniper Elementary offered 175 days of instruction comprised of 132 regular days and 43 minimum days. Kindergarten classes receive 175 days of instruction comprised of 172 regular days and 3 minimum days. Juniper Elementary utilizes minimum days for staff development and teacher preparation.

Instructional Minutes		
2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	42,852	36,000
1-3	51,696	50,400
4-5	53,016	54,000

Class Size

Juniper Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of Juniper Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.7	2	4	
1	19.4	6	1	
2	19.4	7		
3	19.0	8		
4	31.0		3	1
5	30.3		2	2
Combo K-3	21.0		1	
Combo 4-5	31.0		1	
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.5	6	1	1
1	20.4	5	3	
2	17.9	7		
3	20.8	2	6	
4	30.4		3	2
5	31.4		4	1
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	14.6	8		
1	19.8	8	1	
2	18.5	8		
3	19.6	6	1	
4	33.6			5
5	33.0		1	3
Combo 4-5	34.0			1

Combo classes are any combination of K-3 and 4-5 grades.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills

- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

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 2004-05 school year, Juniper Elementary held three staff development days that focused on:

- Six Elements in Open Court
- Team Building/Step Up to Writing
- Six Traits of Writing

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.

School Leadership

Juniper Elementary's principal works closely with the assistant principal and leadership team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal and assistant principal work as a team in overseeing curricular and operational components of Juniper Elementary School. The assistant principal has recently taken responsibility for overseeing attendance and behavior incentive programs and supervision of noon duty aides.

Ms. Adele Thomas has been in the educational field and serving the Fontana Unified School District for eight years as an assistant principal and classroom teacher. In July 2005, Ms. Thomas was appointed principal of Juniper Elementary. Principal Thomas holds a master's degree in school administration, a bachelor's degree in elementary education, has attained her Tier I and Tier II administrative credentials, and has completed AB75 principal training.

Supporting the principal in the decision-making process is the Leadership Team comprised of the principal, assistant principal, designated teacher representatives from each grade level, reading coach, program manager, and one classified staff representative. The Leadership Team meets once a month to receive and discuss feedback on decision-making and serve as a liaison between administration and grade level teams.

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 September 29, 2005, the Fontana Unified School District 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. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade K-6)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

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 11,322 titles in English and 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 on their own before school, during lunch, and after school.

Technology Resources

During the 2004-05 school year, Juniper Elementary had a total of 230 computers; all classrooms had Internet access. Each classroom has between four and five computers. Students use classroom computers for research, SuccessMaker®, word processing, publishing, and graphics presentations. The school's computer lab features 40 computers, all with Internet access. Each teacher determines the subject area and method to integrate technology into all subject areas. Teachers utilize the lab 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, and document camera which are used to enhance class instruction.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Juniper Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by four special day class teachers and four special education aides who provide full-day instruction in the Special Day class. One resource specialist teacher and one resource specialist aide work with students in the general education class during language arts instruction, providing individual and small group instruction. In some cases, resource specialists will provide individualized instruction in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Three bilingual aides work with level 1 and 2 English Learners in the general education class providing small group instruction focused on vocabulary development and front-loading of the next day's lessons. Four times a week for 45 minutes a day, English learners are clustered by EL level to receive language arts instruction using strategies appropriate to their language fluency level. Fourth and fifth grade English Learners participate in the English Language Acquisition Program as a supplement to their standard language arts curriculum; ELAP helps students increase English proficiency and prepares them to meet the state's academic content and performance standards. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Juniper Elementary continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students in grades 3-5 may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students receive differentiated instruction by their classroom teachers. After-school GATE enrichment activities are held once a week; instruction focuses on thematic series. During the 2004-05 school year, students enjoyed enrichment activities in science, creative writing, art appreciation, and history.

Juniper Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Off-track Intercession: students in grades 2-5 receive 32 hours of instruction over a two-week period (between trimesters). Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons. Students at the Far Below Basic and Below Basic levels on the district matrix are given first priority and encouraged to attend.

- Tutoring: math and language arts tutoring is provided before and after school two to three times a week for one hour each day. All students are invited to participate.

- Reading tutors: second and third grade students receive 30 minutes of tutoring during the regular school day from reading tutors; instruction is provided outside the general education environment in small groups and focuses on phonemic awareness skills.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Juniper Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. Juniper Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, 1) the program manager or an administrator fills the role of the substitute, or 2) the absent teachers's class is disbursed among other classrooms in the same grade level for instruction.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff		FTE
Counselor	0		
Psychologist	1		0.5
School Nurse	1		0.5
Health Assistant	1		1.0
Adaptive PE Specialist	1		0.1
Adaptive PE Aide	1		0.1
LSH Therapist	1		0.7
LSH Aide	1		0.2

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

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.

Teacher Assignment

For the 2004-05 school year, Juniper Elementary had 41 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Juniper Elementary	93.0
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels 2004-05

	Juniper	FUSD
	%	%
Doctorate	2.4	1.3
Master's Degree plus 30 or more semester hours	22.0	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	65.9	48.6
Bachelor's Degree	9.8	14.3
Less than a Bachelor's Degree	0.0	0.7

Teacher Credentials & Assignments

	Juniper			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	42	42	41	1818	1780	1911
Teachers with Full Credential	37	38	41	1603	1635	1771
Teachers in Alternative Routes to Certification	4	2	2	120	63	168
Pre-Internship	4	2	0	129	47	9
Teachers with Emergency Permits	8	1	0	261	56	34
Teachers with Waivers	1	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	9	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	9	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

21st Century	Staff Development
Class Size Reduction	State & Federal Preschool
Comprehensive School Reform	Supplemental Technology
Early Intervention	Title I, III, & V
Gifted & Talented Education	Tobacco Use Prevention
High Priority Schools	
Instructional Materials	
Parent Education	
Peer Assistance & Review	
Reading First	
School Improvement	
School Safety	
Smaller Learning Communities	
Special Education	

Salary Comparison 2003-04

	State Average of Districts in Same Category	
	FUSD	
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil 2004-05

Total Expenditures	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	
		State Average for All Districts	
\$276,314,885	\$6,840	\$7,172	\$7,127