



Fontana Unified School District Juniper Elementary

2022-2023 School Accountability Report Card



SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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Fontana, CA 92336-2025
(909) 357-5480
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SUPERINTENDENT

Miki Inbody
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DISTRICT INFORMATION

Fontana Unified School District
9680 Citrus Ave.
Fontana, CA 92335-5571
(909) 357-7600

BOARD OF EDUCATION

Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
Julieta Gutierrez Martin,
Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Leslie Barnes, Ed.D
Associate Superintendent,
Business Services
Jennifer Bourgeois, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
Human Resources
Craig Baker
Associate Superintendent,
Student Services

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

DISTRICT MISSION

"Every Student Successful. Engaging Schools. Empowered Communities."

DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

DISTRICT FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

SCHOOL STATEMENTS

Principal's Message:

Welcome to Juniper Elementary School's annual School Accountability Report Card. This document will provide stakeholders with valuable information about our school's demographics, our instructional programs, and the academic achievement of our students. Also, it will provide details about classroom materials, school safety and facilities, as well as our staffing ratios. The intent of providing this information is to foster awareness of our efforts to educate our students, and to empower our community members to partner with us as we strive to meet and exceed local and state expectations.

At Juniper Elementary School, we recognize that parents, educators, and the community are integral parts of a child's educational experience. It is our collective responsibility to support learners as they strive to fulfill their potential in an atmosphere of acceptance, respect, and high academic expectations. Our daily mission is to create and sustain a learning environment in which students are RESPECTFUL, RESPONSIBLE and SAFE, and that they persevere to meet their academic, social and emotional goals.

We commit to offering our students a comprehensive instructional program that is intentionally designed to meet their academic, social and emotional needs. We will continuously reflect on our actions and make the necessary refinements to ensure students are best served in their learning environment. We will model life-long learning by engaging in ongoing professional development and the implementation of relevant and innovative research-based strategies. We will be diligent in our efforts to meet the needs of every child entrusted to our care, and we will hold ourselves accountable for student performance and the attainment of our stated goals.

Finally, we are committed to ongoing partnerships with families and community members with the common goal of supporting students' social, emotional, and intellectual growth. I would like to take this opportunity to thank you for your ongoing support and we welcome your comments, questions, and recommendations.

SCHOOL PROFILE

As a school, we commit to offering our students a comprehensive instructional program that is intentionally designed to meet their academic, social and emotional needs. We continuously reflect on our actions and make the necessary refinements to our instructional program to ensure students are best served in their current learning environment. We model life-long learning by engaging in ongoing professional development and by implementing both relevant and innovative research-based strategies to promote optimal learning opportunities. We are diligent in our efforts to meet the needs of every child entrusted to our care, and we will hold ourselves accountable for student performance and the attainment of our stated goals.

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.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

| Enrollment by Student Group | |
|-------------------------------------|------------|
| 2022-23 | Percentage |
| Female | 46.30 |
| Male | 53.70 |
| Non-Binary | |
| American Indian or Alaska Native | 0.20 |
| Asian | 0.60 |
| Black or African American | 10.60 |
| Filipino | 0.20 |
| Hispanic or Latino | 84.60 |
| Native Hawaiian or Pacific Islander | 0.20 |
| White | 2.70 |
| Two or More Races | 0.80 |
| EL Students | 30.30 |
| Foster Youth | 0.80 |
| Homeless | 3.30 |
| Military | |
| Socioeconomically Disadvantaged | 90.80 |
| Migrant Education | |
| Students with Disabilities | 11.10 |

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

| Enrollment by Grade Level | |
|---------------------------|-------|
| 2022-23 | Count |
| K | 98 |
| 1st | 79 |
| 2nd | 86 |
| 3rd | 67 |
| 4th | 81 |
| 5th | 68 |
| Total | 479 |

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

| Teacher Preparation and Placement | | | | | | |
|---|----------------------|-----------------------|------------------------|-------------------------|---------------------|----------------------|
| 2020-21 | School Number | School Percent | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.90 | 81.03 | 1,251.40 | 72.77 | 228,366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.80 | 0.22 | 4,205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 37.50 | 2.19 | 11,216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 19.70 | 1.15 | 12,115.80 | 4.41 |
| Unknown | 4.40 | 18.93 | 407.00 | 23.67 | 18,854.30 | 6.86 |
| Total Teaching Positions | 23.30 | 100.00 | 1,719.70 | 100.00 | 274,759.10 | 100.00 |

| Teacher Preparation and Placement | | | | | | |
|---|----------------------|-----------------------|------------------------|-------------------------|---------------------|----------------------|
| 2021-22 | School Number | School Percent | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 22.00 | 97.35 | 1,590.00 | 90.86 | 234,405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 10.60 | 0.61 | 4,853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 29.50 | 1.69 | 12,001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.60 | 2.65 | 31.90 | 1.82 | 11,953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 87.80 | 5.02 | 15,831.90 | 5.67 |
| Total Teaching Positions | 22.60 | 100.00 | 1,749.90 | 100.00 | 279,044.80 | 100.00 |

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

| Credentialed Teachers Assigned Out-of-Field | | |
|--|----------------|----------------|
| | 2020-21 | 2021-22 |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.60 |
| Total Out-of-Field Teachers | 0.00 | 0.60 |

| Class Assignments | | |
|--|----------------|----------------|
| | 2020-21 | 2021-22 |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0.00 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 6, 2023, and adopted Resolution # 23-32 to certify that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| 2023-24 Instructional Materials | | | |
|---------------------------------|--|----------------------------|---|
| Subject | Textbooks and Other Instructional Materials / Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
| English / Language Arts | Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016 | Yes (State) | 0 |
| Mathematics | Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015 | Yes (State) | 0 |
| | Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015 | Yes (State) | 0 |
| History / Social Science | Grades: K-3rd / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2022 | Yes (State) | 0 |
| | Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020 | Yes (State) | 0 |
| Science | Grades: K-5th / Course: Science / Publisher: Imagine Learning / Series: Twig Science / Adoption: 2022 | Yes (State) | 0 |
| Foreign Language | N/A | N/A | N/A |
| Visual / Performing Arts | N/A | N/A | N/A |
| Health Education | N/A | N/A | N/A |

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

| 2023-24 School Facility Inspection Summary | |
|--|------------|
| Date of Last Inspection: | 3/25/2023 |
| Data Collected: | March 2023 |
| Overall Summary of School Facility Conditions: | Good |

| School Facility Inspection Results | | |
|---|--------|--|
| Category | Rating | Repair Needed and Action Taken or Planned |
| SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| INTERIOR: Interior Surfaces | Fair | P- 19: 4. CEILING TILES IS CRACKED. P- 24, RM 2, RM 4: 4. WATER STAIN CEILING TILE. P- 28, P- 29, P- 30, P- 32, RM 8, RM 10, RM 11, RM 12, RM 20: 4. WATER STAIN CEILING TILES. RM 40/ RSP: 4. WATER STAIN CEILING TILES IN OFFICE AREA. Work orders submitted. |
| CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| ELECTRICAL: Electrical | Good | P-17: 7. WATER STAIN IN LIGHT DIFFUSER. Work order submitted. |
| RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains | Good | |
| SAFETY: Fire Safety, Hazardous Materials | Good | P- 32: 11. NO SKID PAINT PEELING ON RAMP. ADMIN BLDG: 11. PAINT CHIPPING ON DOOR. GIRLS RR: 11. PAINT CHIPPING ON RAILING. P- 20: 11. PAINT CHIPPING ON SIDING. P- 19: 11. PAINT CHIPPING ON TRIM. P- 23: 11. PAINT CHIPPING ON WINDOW FRAME. Work orders submitted. |
| STRUCTURAL: Structural Damage, Roofs | Good | P- 22: 12. DRY ROT ON EAVE. P- 32: 12. DRY ROT ON EAVES. P- RR: 12. DRY ROT ON SIDING. Work orders submitted. |
| EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences | Good | P- 24, P- 25, P- RR: 14. TRIP HAZARD RAMP ENTRY. RM 40/ RSP: 14. WATER PUDDLING AT ENTRY. P- 26: 15. DOOR STOP IS BROKEN. Work orders submitted. |

SCHOOL FACILITIES

Age and Condition of Facilities

Juniper Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1958, the school sits on 9.72 acres and includes a library, 22 permanent classrooms, 19 portable classrooms, a computer lab, and a multipurpose room.

Campus Supervision

When students arrive on campus each morning, school site aides share supervision of students and are stationed at student drop-off areas, bus areas, the cafeteria, and the playground. During recess, they are strategically placed on the playground to monitor students and ensure their safety. At lunch time, school site aides monitor cafeteria and playground activities. At the end of the school day, teachers escort their students to designated dismissal areas; assigned teachers monitor the student pickup areas, bus loading zone, and exit gates to ensure all students depart safely.

Juniper Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors.

The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

One full-time day custodian and two full-time evening custodians are assigned to Juniper Elementary School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order.

Each morning before students arrive on campus, the day custodian and administration 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.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department. The Maintenance Department identifies the scope of the project and assigns it to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: Wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

| Assessment Results by Subject | | | | | | |
|--|---------|---------|----------|----------|---------|---------|
| | School | School | District | District | State | State |
| | 2021-22 | 2022-23 | 2021-22 | 2022-23 | 2021-22 | 2022-23 |
| English Language Arts/Literacy (Grades 3-8 and 11) | 20 | 20 | 34 | 35 | 47 | 46 |
| Mathematics (Grades 3-8 and 11) | 10 | 13 | 18 | 21 | 33 | 34 |
| Science (Grades 5, 8, and 10) | 5 | 18 | 16 | 17 | 29 | 30 |

Assessment Results by Student Group - English Language Arts

| 2022-23 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|-----------------------------------|
| All Students | 218 | 216 | 99.08 | 0.92 | 19.91 |
| Male | 119 | 117 | 98.32 | 1.68 | 19.66 |
| Female | 99 | 99 | 100.00 | 0.00 | 20.20 |
| Non-Binary | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 23 | 23 | 100.00 | 0.00 | 26.09 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 186 | 184 | 98.92 | 1.08 | 19.57 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| EL Students | 70 | 69 | 98.57 | 1.43 | 10.14 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 133 | 132 | 99.25 | 0.75 | 15.91 |
| Migrant Education | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 37 | 36 | 97.30 | 2.70 | 0.00 |

Assessment Results by Student Group - Mathematics

| 2022-23 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|-----------------------------------|
| All Students | 219 | 218 | 99.54 | 0.46 | 12.84 |
| Male | 119 | 118 | 99.16 | 0.84 | 15.25 |
| Female | 100 | 100 | 100.00 | 0.00 | 10.00 |
| Non-Binary | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 186 | 185 | 99.46 | 0.54 | 12.43 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| EL Students | 70 | 70 | 100.00 | 0.00 | 5.71 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 134 | 133 | 99.25 | 0.75 | 10.53 |
| Migrant Education | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 37 | 36 | 97.30 | 2.70 | 0.00 |

Assessment Results by Student Group - Science

| 2022-23 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
|-------------------------------------|------------------|---------------|----------------|--------------------|----------------------------|
| All Students | 68 | 68 | 100.00 | 0.00 | 17.65 |
| Male | 42 | 42 | 100.00 | 0.00 | 16.67 |
| Female | 26 | 26 | 100.00 | 0.00 | 19.23 |
| Non-Binary | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 56 | 56 | 100.00 | 0.00 | 19.64 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| EL Students | 24 | 24 | 100.00 | 0.00 | 4.17 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 38 | 38 | 100.00 | 0.00 | 18.42 |
| Migrant Education | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 0.00 |

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2022-23 Physical Fitness Test Participation

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------|----------------------------------|--|---|---|-----------------------------|
| 5th | 100 | 100 | 100 | 100 | 100 |

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

| Chronic Absenteeism Rate (Percentage) | | | | |
|--|------------------------------|--|----------------------------------|--|
| 2022-23 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate (Percentage) |
| All Students | 513 | 501 | 145 | 28.9 |
| Female | 242 | 235 | 64 | 27.2 |
| Male | 271 | 266 | 81 | 30.5 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 5 | 5 | 4 | 80.0 |
| Black or African American | 57 | 55 | 22 | 40.0 |
| Filipino | 1 | 1 | 1 | 100.0 |
| Hispanic or Latino | 428 | 421 | 111 | 26.4 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 1 | 100.0 |
| White | 16 | 13 | 3 | 23.1 |
| Two or More Races | 4 | 4 | 2 | 50.0 |
| EL Students | 171 | 168 | 36 | 21.4 |
| Foster Youth | 6 | 5 | 2 | 40.0 |
| Homeless | 21 | 18 | 5 | 27.8 |
| Military | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 461 | 453 | 138 | 30.5 |
| Migrant Education | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 73 | 71 | 24 | 33.8 |

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

Parents are encouraged to be involved in Juniper Elementary School's learning community. Parents may volunteer to work in the classroom, the library, or school office. Events such as Back-to-School Night, Open House, parent workshops, family events, and monthly meetings 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 Organization, and English Learner Advisory Committee provide opportunities for parents to give their input on curricular programs and financial planning. 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. Parent Square is an internet-based messaging system that forwards personalized messages from school staff to each student's home.

Progress reports and report cards are issued each semester. Communication with parents is an ongoing priority for school administration and teachers. Personalized reports addressing individual students' progress are prepared as needed to keep parents informed about their child's academic, social, and behavioral performance.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

| Suspension and Expulsion Rates | | | | | | |
|---------------------------------------|--------------------|----------------|----------------|-------------------|----------------|----------------|
| | Suspensions | | | Expulsions | | |
| | 2020-21 | 2021-22 | 2022-23 | 2020-21 | 2021-22 | 2022-23 |
| School | 0.00 | 0.84 | 1.56 | 0.00 | 0.00 | 0.00 |
| District | 0.06 | 3.27 | 3.80 | 0.00 | 0.04 | 0.03 |
| State | 0.20 | 3.17 | 3.60 | 0.00 | 0.07 | 0.08 |

| Suspension & Expulsion Rates by Student Group | | |
|--|--------------------|-------------------|
| 2022-23 | Suspensions | Expulsions |
| All Students | 1.56 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 2.95 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 3.51 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.40 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| EL Students | 1.17 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 4.76 | 0.00 |
| Military | -- | -- |
| Socioeconomically Disadvantaged | 1.52 | 0.00 |
| Migrant Education | 0.00 | 0.00 |
| Students with Disabilities | 2.74 | 0.00 |

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools’ Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus

- Safe transportation
- Communication strategies
- Conflict resolution

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

| 2022-23 Ratio of Number of Pupils per Academic Counselor | |
|---|-----|
| Academic Counselor(s) | 479 |

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Counseling and Support Staff | |
|---|-----------------------------|
| 2022-23 | Full Time Equivalent |
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2.0 |
| Social Worker | |
| Nurse | 0.3 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | |

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

| Class Size Distribution By Grade | | | | | | | | | | | | |
|---|---------------------------|-----------|-----------|----------------------|-----------|-----------|-----------------------|-----------|-----------|---------------------|-----------|-----------|
| | Average Class Size | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 21 | 22 | 23 | 21 | 22 | 23 | 21 | 22 | 23 | 21 | 22 | 23 |
| K | 36 | 25 | 22 | 2 | 2 | 4 | 3 | 2 | 3 | 1 | 1 | 1 |
| 1st | 48 | 30 | 24 | 1 | 2 | 3 | 3 | 3 | 3 | 1 | 1 | 1 |
| 2nd | 17 | 20 | 26 | 2 | 4 | 3 | 3 | 2 | 3 | | 1 | 1 |
| 3rd | 37 | 28 | 25 | 2 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | 1 |
| 4th | 28 | 30 | 32 | 4 | 3 | 3 | 1 | 2 | 3 | 2 | 2 | 2 |
| 5th | 38 | 24 | 32 | 3 | 5 | 2 | 2 | 3 | 4 | 2 | 2 | 2 |
| Other | 61 | 25 | 11 | 2 | | 3 | | 2 | | 1 | | |

DISTRICT REVENUE SOURCES

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

| 2021-22 Expenditures per Pupil | |
|---|-------------|
| School: Total Expenditures Per Pupil | \$ 9902.43 |
| School: From Supplemental/Restricted Sources | \$ 3132.80 |
| School: From Basic/Unrestricted Sources | \$ 6769.63 |
| District: From Basic/Unrestricted Sources | \$ 4,384.98 |
| Percentage of Variation between School & District | 54.38 % |
| State: From Basic/Unrestricted Sources | \$ 7,606.62 |
| Percentage of Variation between School & State | -11 % |

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

| 2021-22 Average Salary Information | | |
|------------------------------------|---------------|---------------|
| | District | State |
| Beginning Teachers | \$ 54,697.00 | \$ 55,549.60 |
| Mid-Range Teachers | \$ 88,207.00 | \$ 80,702.84 |
| Highest Teachers | \$ 118,549.00 | \$ 109,417.68 |
| Elementary School Principals | \$ 136,625.00 | \$ 137,703.47 |
| Middle School Principals | \$ 139,321.00 | \$ 143,759.63 |
| High School Principals | \$ 148,037.00 | \$ 159,020.77 |
| Superintendent | \$ 250,000.00 | \$ 319,442.91 |
| Teacher Salaries | 31.95 % | 30.35 % |
| Administrative Salaries | 4.26 % | 4.87 % |

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

| 2021-22 Average Teacher Salary | |
|---|--------------|
| School | \$ 87775.86 |
| District | \$ 94,894.00 |
| Percentage of Variation between School & District | -7.5 % |
| All Similar School Districts | \$ 87,885.00 |
| Percentage of Variation between School & State | -0.12 % |

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

| Professional Development Days | | | |
|---|---------|---------|---------|
| | 2021-22 | 2022-23 | 2023-24 |
| Number of Professional Development Days | 3 | 3 | 3 |

PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff completes mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

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

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

DISCIPLINE AND CLIMATE FOR LEARNING

Juniper Elementary School has implemented Positive Behavior Interventions and Supports (PBIS) as a means to establish and reinforce school-wide expectations. Students demonstrate the ability to be RESPECTFUL, RESPONSIBLE and SAFE across all school settings and are acknowledged for their commitment to building a positive school climate.

Classroom teachers and school administrators employ a progressive approach when working with students who have difficulty meeting school-wide expectations. Interventions for poor behavior choices are first administered in the classroom. Students who continue to display unacceptable behavior are referred to site administration for further intervention. Additional interventions, supports and/or consequences are applied based upon the nature of the incident and severity of the behavior.

At the beginning of the school year, each student is provided a parent/student handbook which contains academic, behavior, and safety expectations. Grade level assemblies are held during the first month of school to explain and discuss school rules and behavior expectations. Teachers revisit and reinforce school rules and behavior expectations on a regular basis. The principal visits classrooms as needed to address students regarding trends of unacceptable behavior and provides the necessary supports to ensure that students meet stated expectations. It is the collective responsibility of all stakeholders to ensure that students have the opportunity to attend school in a safe and orderly environment.