Juniper Elementary School

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Serving grades Pre-Kindergarten through Five - CDS Code: 36-67710-6035794
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2020-2021 School Accountability Report Card

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde. ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

District Vision

Our Mission

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

Our Shared Vision

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

Our Core Values

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

Our Three 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.

Our Goals and Budget Priorities

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

School 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.

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 Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	45.5
Male	54.5
Non-Binary	
Black or African American	8.2
American Indian or Alaska Native	
Asian	0.6
Filipino	0.2
Hispanic or Latino	86.9
Native Hawaiian or Pacific Islander	0.2
White	2.6
Two or More Races	1.3
Socioeconomically Disadvantaged	92.2
EL Students	36.2
Students with Disabilities	8.6
Foster Youth	1.1
Homeless	1.7
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
K	75
1st	79
2nd	78
3rd	71
4th	64
5th	97
6th	0
Total	464

Conditions of Learning State Priority: Basic

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 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.

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.9	81.0	1251.4	72.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.8	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	37.5	2.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	19.7	1.1	12115.8	4.4
Unknown	4.4	18.9	407.0	23.7	18854.3	6.9
Total Teaching Positions	23.3	100.0	1719.7	100.0	274759.1	100.0

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

School Facilities (School Year 2020-21)

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. 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. Facilities information was collected in December 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:	3/25/2021	
Data Collected:	January 2022	
Overall Summary of School Facility Conditions:	Good	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	P- 19: 4. CEILING TILE IS CRACKED . P- 18, RM 13: 4. CEILING TILE IS LOOSE. RM 10, RM 11, RM 15, RM 16: 4. WATER STAIN CEILING TILES. RM 40/ RSP: 4. WATER STAIN CEILING TILES IN OFFICE AREA. P- 32: 4. WATER STAINS CEILING TILES .
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
ELECTRICAL: Electrical	Good	P-17: 7. WATER STAIN IN LIGHT DIFFUSER.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	RM 34: 10. ACCESS TO FIR EXTINGUISHER IS BLOCKED. P- 32: 11. NO SKID PAINT IS PEELING ON RAMP. ADMIN BLDG: 11. PAINT IS CHIPPING ON DOOR. P- 20: 11. PAINT IS CHIPPING ON SIDING. P- 19: 11. PAINT IS CHIPPING ON TRIM. P- 23: 11. PAINT IS CHIPPING ON WINDOW FRAME.
STRUCTURAL: Structural Damage, Roofs	Good	P- 22: 12. DRY ROT ON EAVE .
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	LIBRARY: 14. TRIP HAZARD ON ASPHALT OUT OF ROOM 39 TOWARDS PORTABLES. P- 26: 15. DOOR STOP IS BROKEN. P- 22: 15. WINDOW SCREEN IS TORN.

Instructional Materials (School Year 2020-21)

Quality, Currency, & Availability

The table displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

	District-Adopted Textbooks					
	Data Collected: December 2021					
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
K-5	English Language Arts/English Language Development	McGraw-Hill	Reading Wonders	2016	Yes	0.00%
K-3	History/Social Science	Houghton Mifflin	California Social Studies	2006	No	0.00%
4-5	History/Social Science	Teacher's Curriculum Institute	Social Studies Alive!	2020	Yes	0.00%
K-5	Mathematics	McGraw-Hill	My Math	2015	Yes	0.00%
K-5	Science	Houghton Mifflin	California Science	2007	No	0.00%

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 22, 2021, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

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

History/Social Studies and Science Curricula

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History-Social Science adoption for grades six through twelve was completed in spring of 2019. The History-Social Science adoption for grades Transitional Kindergarten through five was completed in spring of 2020. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

English Language Arts Curricula

The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. Grades 6-8 adopted new materials in 2016. Grades 9-12 adopted materials in 2017.

Mathematics Curricula

The district currently uses materials that have been approved by the state as aligned to the state standards. Grades 6-8 adopted materials 2014 and grades 9-12 adopted materials in 2015.

Pupil Outcomes State Priority: Pupil Achievement

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) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as district assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The locals assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The Percent Met or Exceeded is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	NT	NT	70.74	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	NT	NT	0.00	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	2.94	NT	28.72

Assessment Results by Student Group					
	English Language Arts				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	298	295	99%	1%	12%
Male	166	163	98%	2%	15%
Female	132	132	100%	0%	8%
American Indian or Alaska Native	0	0	0%	0%	--
Asian	2	2	100%	0%	--
Native Hawaiian or Pacific Islander	1	1	100%	0%	--
Filipino	1	1	100%	0%	--
Hispanic or Latino	257	254	99%	1%	11%
Black or African American	23	23	100%	0%	13%
White	9	9	100%	0%	--
Two or More Races	5	5	100%	0%	--
EL Students	115	114	99%	1%	6%
Foster Youth	7	7	100%	0%	--
Homeless	--	5	5	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	276	274	99%	1%	11%
Migrant Education			0%	0%	
Students with Disabilities	32	31	97%	3%	3%

Assessment Results by Student Group					
	Mathematics				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	298	296	99%	1%	22%
Male	166	164	99%	1%	18%
Female	132	132	100%	0%	27%
American Indian or Alaska Native	0	0	0%	0%	--
Asian	2	2	100%	0%	--
Native Hawaiian or Pacific Islander	1	1	100%	0%	--
Filipino	1	1	100%	0%	--
Hispanic or Latino	257	255	99%	1%	22%
Black or African American	23	23	100%	0%	30%
White	9	9	100%	0%	--
Two or More Races	5	5	100%	0%	--
EL Students	115	114	99%	1%	13%
Foster Youth	7	7	100%	0%	--
Homeless	--	6	6	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	277	275	99%	1%	22%
Migrant Education			0%	0%	
Students with Disabilities	32	31	97%	3%	0%

State Priority: Other Pupil Achievement

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

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 six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

Engagement State Priority: Parental Involvement

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 (School Year 2021-22)

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 and Blackboard Connect are internet-based messaging systems that forward 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.

State Priority: Pupil Engagement

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

 • Attendance

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.

2020-21 Chronic Absenteeism by Student Group			
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	478	471	83	17.6
Female	220	217	35	16.1
Male	258	254	48	18.9
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	42	40	9	22.5
Filipino	1	1	1	100.0
Hispanic or Latino	413	408	68	16.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	6	6	2	33.3
White	12	12	2	16.7
EL Students	178	176	28	15.9
Foster Youth	9	9	0	0.0
Homeless	11	11	5	45.5
Socioeconomically Disadvantaged	440	435	80	18.4
Migrant Education	0	0	0	0.0
Students with Disabilities	51	48	14	29.2

State Priority: School Climate

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

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

Safe School Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in August 2021. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

 • Safe Schools' Plan of Action
 • Comprehensive disaster and crisis plan
 • State and local discipline policies
 • Intervention programs for at-risk students
 • Addressing student aggression
 • Visible authoritative presence on campus
 • Safe transportation
 • Communication strategies
 • Conflict resolution

Suspensions & Expulsions

The tables display the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	1.27	0.68	0.00	0.00	0.00	0.00
District	3.19	2.01	0.06	0.06	0.03	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

Other SARC Information

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

Additional Internet Access/Public Libraries

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

• Fontana Branch Library: (909) 822-2321
• Fontana Lewis Library & Technology Center: (909) 574-4500
• Kaiser High School Public Library: (909) 357-5900 ext. 8029
• Summit High School Public Library: (909) 357-5950 ext. 3024

Professional Development Days

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

Professional Development Days			
	2019-20	2020-21	2021-22
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.

The district recently focsed on knowledge of the Visible Learning Research to assist us in meeting our goal to ensure high quality first instruction for all of our students. Professional development for Teacher Clarity included a trainer of trainer's model, utilizing each school sites Instructional Leadership Team (ILT). The ILT participated in two days of training between September and November. The expectation after each day of training, was for them to go back and provide training to the teachers at their site.

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.

Class Size

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.

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Grade Level												
K	24	24	36			2	4	8	3			1
1	27	20	48		6	1	3	2	3			1
2	27		17			2	3	6	3			
3	25	24	37			2	4	6	3			1
4	30	31	28		1	4	6	3	1		3	2
5	22	29	38	2	1	3	7	9	2			2
6												
Other		22	61		1	2					1	1

Counseling & Support Staff

It is the goal of school staff to assist students in their social and personal development as well as academics. The District provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The tables display the Support Service Staff available to students. 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.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	928

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.0

District Revenue Sources (Fiscal Year 2020-21)

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

District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$7,852
School: From Supplemental/Restricted Sources	$2,303
School: From Basic/Unrestricted Sources	$5,549
District: From Basic/Unrestricted Sources	$1,573
Percentage of Variation between School & District	252.77%
State: From Basic/Unrestricted Sources	$8,444
Percentage of Variation between School & State	-34.28%

Teacher & 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 districts 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 web site, www.cde.ca.gov.

2019-20 Average Salary Information	District	State
Beginning Teachers	$50,645	$50,897
Mid-Range Teachers	$85,346	$78,461
Highest Teachers	$109,766	$104,322
Elementary School Principals	$124,573	$131,863
Middle School Principals	$124,573	$137,086
High School Principals	$137,291	$151,143
Superintendent	$250,000	$297,037
Teacher Salaries	31%	32%
Administrative Salaries	5%	5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

2019-20 Average Teacher Salary	
School	$78,096
District	$89,550
Percentage of Variation between School & District	-12.79%
All Similar School Districts	$84,665
Percentage of Variation between School & State	-7.76%