



JUANITA BLAKELY JONES ELEMENTARY SCHOOL

700 North F Street • San Bernardino, CA 92410 • 909-386-2020 • Alvina Pawlik, Principal

2006-2007 School Accountability Report Card

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San Bernardino City Unified School District

777 North F St. • San Bernardino, CA 92410 • (909) 381-1100 • Dr. Arturo Delgado, Superintendent

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Mission Statement for Juanita Jones Elementary School: To ensure that all students acquire the skills and knowledge essential for high levels of academic success by addressing the intellectual, social, cultural, and emotional needs of all students.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Each school provides multiple options for parents to participate in the educational process. Opportunities vary from site to site but include parent centers, parent education programs, Parent Teacher Association (PTA), School Site Council (SSC), School Advisory Committee (SAC), English Learners Advisory Committee (ELAC), Gifted and Talented Education (GATE) Advisory Committee, homework hotlines, auto-callers, parent conferences, family curricular theme nights, parent training and education, classroom and playground volunteers, and leadership opportunities for parents. For more information about these and other opportunities, please contact the school.

At the district level, parents can participate in the District Advisory Committee (DAC), District English Learners Advisory Committee (DELAC), African American Parent Advisory Council (AAPAC), and a variety of short-term, solution-oriented focus groups and advisory committees. Additionally, a Family Resource Center is available from the hours of 8:00 AM - 4:30 PM. Goals of the Family Resource Center include increased home/school communication, increased access to district-level parent and family training opportunities, and increased access to family involvement resources for district schools.

Parent Outreach Contacts:

- **Family Resource Center**
1525 W. Highland Ave.
San Bernardino, California 92411
909-880-4057
Hours: 8:00 AM - 4:30 PM, M-F
- **Marcelino Serna**, Parent/Family Involvement Officer
909-880-4057, marcelino.serna@sbcusd.com
- **Emily Valdez**, Parent Outreach Worker
909-381-1256, emily.valdez@sbcusd.com
- **Samuel Casey**, Parent Outreach Worker
909-880-4057, samuel.casey@sbcusd.com

- **Talice Ostrinski**, *Homeless Facilitator*
909-887-3995, talice.ostrinski@sbcusd.com
- **Vicki Lee**, *Homeless Liaison*
909-887-2240, vicki.lee@sbcusd.com

Categorical Parent Involvement Contacts:

- Elementary: **Dee Tarango**, *Coordinator Elementary Instruction*
909-891-1009, dee.tarango@sbcusd.com
- Secondary: **Allison Adams**, *Program Specialist Accountability Unit*
909-381-1256, allison.adams@sbcusd.com

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	119	Grade 5	87
Grade 1	86	Grade 6	80
Grade 2	92	Ungraded Elementary	0
Grade 3	78	Total Enrollment	634
Grade 4	92		

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	16.9	White (not Hispanic)	3.9
American Indian or Alaska Native	1.1	Multiple or No Response	1.3
Asian	0.2	Socioeconomically Disadvantaged	94.0
Filipino	0.5	English Learners	58.0
Hispanic or Latino	75.2	Students with Disabilities	8.0
Pacific Islander	1.0		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								20.0	5			
1								17.2	5			
2								17.7	3			
3								19.0	4			
4								29.7		1	2	
5								29.0		2		
6								26.0		3		
K-3												
3-4								9.0	1			
4-8								19.0	2			
Other												

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: *October 2, 2007*

Date Last Reviewed with Faculty: *October 9, 2007*

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	N/A	N/A	6.0%	22.2%	22.5%	22.7%
Expulsions	N/A	N/A	0.0%	0.3%	0.2%	0.2%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

General

The District takes great effort to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

Age of School Buildings

Juanita Blakely Jones Elementary School opened July 31, 2006. The school has 28 classrooms, a media center, multi-purpose room, and an administration office. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The school also has professional office space for support staff (i.e. speech therapist, psychologist, etc.).

Safety

To ensure student safety before, during and after the school day, teachers, administrators, and recreation aides supervise the school grounds including the cafeteria, playgrounds, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of September 20, 2007, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school Districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the District budgeted \$3,780,120 for the deferred maintenance program. This represents 0.65% of the District's general fund budget.

Deferred Maintenance Projects

For the 2006-07 school year, no deferred maintenance projects were approved by the governing board for this school. The District's complete deferred maintenance plan is available at the District office.

School Facility Good Repair Status and Overall Summary

This school was exempted from inspection.

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teacher	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	N/A	N/A	28	2381
Without Full Credential	N/A	N/A	1	161
Teaching Outside Subject Area of Competence	N/A	0	1	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	1	4	3
Total Teacher Misassignments	1	4	3
Vacant Teacher Positions	0	1	0

Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	N/A	N/A

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	634.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.6	
Psychologist	0.2	
Social Worker	0.0	
Nurse	0.2	
Speech/Language Hearing Specialist	0.4	
Resource Specialist (non-teaching)	1.0	
Other (Program Facilitator)	1.0	

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This section displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Elementary textbooks that are adopted by our local Board of Education are selected from the State adopted list of materials which have been approved by the State Board of Education. Materials selected from this State-approved list are standards-based materials and are rigorously reviewed by San Bernardino City Unified School District (SBCUSD) textbook adoption committees to assure that the selection will meet the unique needs of SBCUSD. The textbooks selected are usually adopted for a seven year cycle. The chart below lists the core curriculum area, approved years of adoption, the publisher of the materials, and the year the materials were adopted by the SBCUSD Board of Education.

All core curriculum materials are available in English and Spanish. It has been the practice of the Board of Education to purchase a textbook for each student in Reading/Language Arts and Mathematics in grades K-6 to use in class and to take home. For Science and History-Social Studies classroom materials, Big Books have been purchased for K-2 with a textbook purchased for each student in grades 3-6 to use in class and to take home. Prior to the purchase of materials for the upcoming school year, an inventory is completed so that sufficient materials are available for the new school year. An inventory is completed for each classroom and reported to the principal. This inventory was completed in March/April of the 2006 school year to prepare for the 2006-07 school year.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<i>Reading and Lectura</i> Houghton Mifflin (2002)	0.0%
Mathematics	<i>Mathematics and Matemáticas</i> Harcourt Brace (2001)	0.0%
Science	<i>California Science and Ciencias</i> Pearson Scott Foresman (2007)	0.0%
Social Studies	<i>History/Social Science and Historia y Ciencias—K & 6</i> Houghton Mifflin (2006) <i>California Vista and Vistas de California—grades 1-5</i> MacMillan McGraw Hill (2006)	0.0%

In addition to the core curriculum materials, the Board of Education has purchased supplementary materials. The Visual & Performing Arts materials have been reviewed for alignment to State standards and District standards. These materials have been purchased for use by grade-level teams and District music specialists. The ELD materials are standards-aligned and are purchased for each student who is identified as an English learner.

Content Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Visual & Performing Arts	<i>Art Connections</i> McGraw Hill (1999) <i>Share the Music</i> McGraw Hill (1995)
English Language Development	<i>Moving into English</i> Harcourt Brace (2006) <i>Shinning Star</i> Person Longman (2006)

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,737	\$674	\$4,063	\$55,275
District	N/A	N/A	\$5,885	\$60,549
Percent Difference--School Site and District	N/A	N/A	31%	9%
State	N/A	N/A	\$4,943	\$60,032
Percent Difference--School Site and State	N/A	N/A	18%	8%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The common goal of all categorically funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students--including English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs--attain mastery of state and local standards.

The educational program at each site is based on an improvement planning process that includes such members of the school community as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders form an organizational unit called the School Site Council (SSC). The SSC develops and annually revises a plan called the Single Plan for Student Achievement (SPSA). The SPSA, based on self-study and collaboration, ensures that all of the resources available to the school are coordinated and focused on providing a high-quality educational program in which all students can achieve success.

Some students have difficulty mastering academic state and local content standards. They may be at risk of not meeting graduation requirements. For these students, categorical program funds are provided. Categorical funds are supplemental educational dollars used for supports that augment the core instructional program and increase the academic success of these students. Categorical funds provide items such as additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies.

Categorical programs commonly found at SBCUSD sites are:

- No Child Left Behind Act (NCLB) Title I, Part A-Low Income
- No Child Left Behind Act (NCLB) Title V-Innovative Programs
- Economic Impact Aid-State Compensatory Education (EIA/SCE)
- Economic Impact Aid-English Learner Program (EIA/LEP)
- School Improvement/Library Block Grant
- Gifted and Talented Education (GATE)

Additionally, categorical programs have been established at the district level to provide important services and instructional support that help increase student success. Categorical funds in this category are not used directly on academic instructional programs but rather support District efforts in the areas of:

- Tobacco Use Prevention Education (TUPE)
- Vocational Education Programs (Voc Ed)
- Tenth Grade Counseling
- Safe and Drug Free Schools and Communities (SDFSC)
- NCLB Title II, Part A-Improving Teacher Quality
- NCLB Title II, Part D-Technology
- NCLB Title III, Part A-Language Instruction for English Learners

Some District schools are identified as Program Improvement (PI) schools because they have not meet Adequate Yearly Progress (AYP) criteria for two consecutive years. These schools offer parents of eligible students the option of transferring to an available school within the district that has not been identified as a PI school. This option is called Public School Choice. The District covers the cost of transportation.

Schools in their second year of PI identification offer two options to students. In addition to the Public School Choice option described above, these schools offer Supplemental Support Services to students who remain in attendance at the PI school and who qualify based on low socio-economic status as determined by Free and Reduced Lunch eligibility and low achievement as indicated by grades and test scores. Supplemental Support Services are opportunities for students to receive additional tutoring or academic assistance outside the regular school day from a state approved support provider. The District covers the costs of the Supplemental Support Services, and related transportation costs are the responsibility of the parent or guardian.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 a 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 Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,474	\$38,937
Mid-Range Teacher Salary	\$64,271	\$61,080
Highest Teacher Salary	\$79,465	\$76,443
Average Principal Salary (Elementary)	\$107,143	\$99,694
Average Principal Salary (Middle)	\$109,332	\$103,687
Average Principal Salary (High)	\$118,395	\$112,983
Superintendent Salary	\$192,000	\$195,054
Percent of Budget for Teacher Salaries	38.8	40.1
Percent of Budget for Administrative Salaries	5.3	5.4

VIII. Student Performance

California Standards Tests (CSTs)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	N/A	N/A	17	22	23	25	40	42	43
Mathematics	N/A	N/A	29	22	24	24	38	40	40
Science	N/A	N/A	8	10	18	21	27	35	38
History-Social Science	N/A	N/A	N/A	18	18	17	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	20	25	8	N/A
American Indian or Alaska Native	*	*		N/A
Asian	*	*		N/A
Filipino	*	*		N/A
Hispanic or Latino	16	31	8	N/A
Pacific Islander	*	*		N/A
White (not Hispanic)	28	24	*	N/A
Male	16	25	3	N/A
Female	18	33	12	N/A
Socioeconomically Disadvantaged	17	29	8	N/A
English Learners	12	31	7	N/A
Students with Disabilities	3	9	*	N/A

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	N/A	N/A	11	23	25	25	41	42	42
Mathematics	N/A	N/A	34	36	36	36	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian		
Filipino	*	*
Hispanic or Latino	5	32
Pacific Islander		
White (not Hispanic)	*	*
Male	6	35
Female	14	33
Socioeconomically Disadvantaged	11	34
English Learners	9	37
Student with Disabilities	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	24.7

IX. Accountability

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic

performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School			B	635
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				625
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				633
English Learners	N/A			629
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	No	No
Percent Proficient – Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	48
Percent of Schools Currently in Program Improvement	N/A	69.6