



# Jurupa Hills High School

10700 Oleander Avenue, Fontana, CA 9233678 - (909) 357-6300

Serving grades Nine through Twelve - CDS Code: 36-67710-0120758

<http://www.fusd.net/JurupaHills>

**Caroline Labonte, Principal**  
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## 2020-2021 School Accountability Report Card

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### District Administration

**Randal S. Bassett**  
*Superintendent*  
*randal.bassett@fusd.net*

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*Associate Superintendent,*  
*Business Services*

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*Police 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.

- 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**

Jurupa Hills High School opened its doors in the fall of 2010. The school is one of five high schools in the Fontana Unified School District, and is located approximately 50 miles east of Los Angeles in Fontana, at the foot of the Jurupa Hills. The school is accredited by the Western Association of Schools and Colleges.

Jurupa Hills High School offers a comprehensive and varied curriculum within the following departments: Applied Technology, Business and Computer Education, Consumer Science, English, English Language Learners, Modern Language, Special Education, Mathematics, Physical Education, Science, Social Studies, and Visual and Performing Arts. Special programs offered include MYP, IB, AVID, and CTE.

### **Principal's Message**

I'd like to welcome you to Jurupa Hills High School's Annual School Accountability Report Card. Thank you for taking time to explore it. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component in every California school.

It is the belief of Jurupa Hills High School that students can and will excel in an environment that is tailored to their needs. We are a school of intercultural understanding and global learning. Although we recognize our areas of need and concern, we are extremely proud that we continue to meet all academic goals established by the state, district and federal government.

The hard-working staff is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. Thank you for helping Jurupa Hills High School change with the times and maintain flexibility.

Our vision is to meet the demands of an ever-changing world by developing principled, knowledgeable, and empathetic global citizens.

## School Enrollment

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

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	50.6
Male	49.4
Non-Binary	
Black or African American	4.6
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	0.9
Hispanic or Latino	88.5
Native Hawaiian or Pacific Islander	0.3
White	3.3
Two or More Races	0.7
Socioeconomically Disadvantaged	84.7
EL Students	20.3
Students with Disabilities	13.0
Foster Youth	0.7
Homeless	1.0
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
9th	489
10th	551
11th	451
12th	430
Total	1921

## 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)	53.8	62.1	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)	3.3	3.8	37.5	2.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	2.1	19.7	1.1	12115.8	4.4
Unknown	27.6	31.9	407.0	23.7	18854.3	6.9
Total Teaching Positions	86.6	100.0	1719.7	100.0	274759.1	100.0

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	1.0
Misassignments	2.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.3

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0.5
Local Assignment Options	1.3
Total Out-of-Field Teachers	1.8

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)	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.5

## **School Facilities (School Year 2020-21)**

### ***Age and Condition of Facilities***

Jurupa Hills High School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 2010. Ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Jurupa Hills High School has 79 permanent classrooms and does not have any portable classrooms at this time. We also have a 100 student Lecture Hall, a TV Studio, a Library, a Recording Studio, an outside sports stadium and tennis courts with baseball and softball fields.

New projects include fencing on the sides of the baseball fields, softball fields, and in front of the school, a new shot put, and discus ring. New sound systems will be installed in the gym, central quad area, and our Lecture Hall. The Recording Studio will get new recording equipment, sinks installed in the art room, and sound-proofing on the walls.

### ***Campus Supervision***

The school has taken measurable steps to ensure students, staff, and visitors are safe and that sufficient supervision is provided at all times. In the morning as students arrive and after school when students are leaving campus, campus security officers are strategically placed at designated locations and administrators and counselors circulate around the campus monitoring student behavior. During lunch, campus security officers and the administrators share supervision of the cafeteria and common gathering areas. A school resource officer is available to assist administrators with supervision and disciplinary enforcement.

A closed-circuit surveillance camera system is in place throughout the school to increase visibility and security of exterior areas of the campus. The 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 classroom, student facilities, 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.

Jurupa Hills High School currently has two full-time day custodians and six evening custodians who are responsible for keeping classrooms and facilities clean, safe and in good repair and working order. The site administrators, campus security, and custodians maintain communication daily using hand-held radios to quickly address maintenance and safety issues.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on 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 repairs and maintenance projects. School staff submits work orders to the school secretary who forwards all work orders to the district's maintenance department which identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians.

### ***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.

Additionally, the following facility improvements are planned specifically for our school: creation of a costume shop for the theater, and replace synthetic turf field, purchase turf maintenance equipment for the football field.

## 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:	3/26/2021	
Data Collected:	January 2022	
Overall Summary of School Facility Conditions:	Exemplary	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	PREP RM: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

## 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
11th-12th	AP Literature	WW. Norton & Co.	Norton Introduction to Literature	2016	Yes	0.00%
12th	English/Language Arts	The California State University	Expository Reading and Writing Course, 2nd Edition	2013	Yes	0.00%
11th-12th	English/Language Arts	Bedford/St. Martin	The Language of Composition	2016	Yes	0.00%
9th-12th	English/Language Arts	The College Board	Springboard, English Language Arts for 9-12	2017	Yes	0.00%
9th-12th	Advanced Algebra	Cengage	Advanced Algebra with Financial Application	2015	Yes	0.00%
9th-12th	Intro to College Math	McGraw-Hill	Beginning and Intermediate Algebra	2017	Yes	0.00%
9th-12th	Integrated Math	Houghton Mifflin Harcourt	Integrated Math Level 1-3	2015	Yes	0.00%
9th-12th	Pre-Calculus	Pearson Prentice Hall	Precalculus: Graphical Numerical Algebraic	2014	Yes	0.00%
9th-12th	Trigonometry	Pearson Prentice Hall	Precalculus: Graphical Numerical Algebraic	2014	Yes	0.00%
9th-12th	AP Calculus	Pearson	Calculus: Graphical, Numerical, Algebraic	2014	Yes	0.00%
9th-12th	AP Statistics	W. H. Freeman	The Practice of Statistics	2014	Yes	0.00%
9th-12th	Statistics	Pearson	Stats in Your World	2014	Yes	0.00%
11th-12th	AP American Government	McGraw Hill	American Democracy Now	2016	Yes	0.00%
9th-12th	US History	Impact	Impact United States History	2019	Yes	0.00%
9th-12th	World History	Impact	Impact World History	2019	Yes	0.00%
9th-12th	Economics	Impact	Impact Economics	2019	Yes	0.00%
9th-12th	American Government	Impact	Impact American Government	2019	Yes	0.00%
9th-12th	AP European History	Prentice Hall	Western Heritage Since 1300	2015	Yes	0.00%
11th-12th	AP Psychology	BFW Wsorth	Psychology in Modules AP	2016	Yes	0.00%
11th-12th	AP US History	McDougal Littell	The American Pageant	2006	Yes	0.00%
9th-12th	AP World History	Bedford	Ways of the World	2016	Yes	0.00%
9th-12th	Psychology	McGraw Hill	Psychology	2020	Yes	0.00%
9th-12th	Sociology	McGraw Hill	Sociology	2020	Yes	0.00%
9th-12th	AP Biology	Pearson Prentice Hall	Campbell Biology	2014	Yes	0.00%
9th-12th	AP Chemistry	Prentice Hall	Chemistry: The Central Science	2014	Yes	0.00%
9th-12th	AP Environmental Science	Bedford, Freeman & Worth	Environmental Science	2014	Yes	0.00%
9th-12th	Biology	Pearson/Prentice Hall	California Biology	2007	Yes	0.00%
9th-12th	Chemistry	W.H. Freeman	Living by Chemistry	2019	Yes	0.00%
9th-12th	Chemistry	Glencoe/McGraw-Hill	Chemistry: Matter & Change	2007	Yes	0.00%
9th-12th	Geology	Holt, Rinehart & Winston	Earth Science	2007	Yes	0.00%
9th-12th	Marine Biology	Amsco Publications	Marine Biology and Oceanography 2nd Ed	2007	Yes	0.00%
12th	Organic Chemistry	John Wiley & Sons	Organic Chemistry	2018	Yes	0.00%
9th-12th	Physics	Holt, Rinehart & Winston	Physics	2007	Yes	0.00%
9th-12th	Physiology	Benjamin Cummings/ Pearson Ed.	Human Anatomy & Physiology	2007	Yes	0.00%
9th-12th	AP French	Pearson	Allons Au-dela	2014	Yes	0.00%
9th-12th	AP Spanish Language	Vista Higher Learning	Temas	2014	Yes	0.00%
9th-12th	AP Spanish Lit.	Pearson	Reflexiones	2014	Yes	0.00%
9th-12th	French	Vista Higher Learning	Daccord Level 1-3	2015	Yes	0.00%
9th-12th	Spanish	McGraw-Hill	Asi Se Dice Level 1-3	2017	Yes	0.00%
9th-12th	Spanish	McGraw-Hill	El Español Para Nosotros Level 1-2	2017	Yes	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 local 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	68.85	NT	70.74	NT	48.53
Mathematics (Grades 3-8 and 11)	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					
Student Group	English Language Arts				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	422	387	92%	8%	24%
Male	195	169	87%	13%	22%
Female	227	218	96%	4%	25%
American Indian or Alaska Native	0	0	0%	0%	--
Asian	9	8	89%	11%	--
Native Hawaiian or Pacific Islander	3	3	100%	0%	--
Filipino	2	2	100%	0%	--
Hispanic or Latino	369	338	92%	8%	24%
Black or African American	25	22	88%	12%	0%
White	12	12	100%	0%	25%
Two or More Races	2	2	100%	0%	--
EL Students	92	74	80%	20%	1%
Foster Youth	5	5	100%	0%	--
Homeless	--	2	2	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	352	326	93%	7%	22%
Migrant Education			0%	0%	
Students with Disabilities	60	42	70%	30%	0%

Assessment Results by Student Group					
Student Group	Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	422	387	92%	8%	45%
Male	195	170	87%	13%	44%
Female	227	217	96%	4%	46%
American Indian or Alaska Native	0	0	0%	0%	--
Asian	9	8	89%	11%	--
Native Hawaiian or Pacific Islander	3	3	100%	0%	--
Filipino	2	2	100%	0%	--
Hispanic or Latino	369	337	91%	9%	44%
Black or African American	25	23	92%	8%	35%
White	12	12	100%	0%	42%
Two or More Races	2	2	100%	0%	--
EL Students	89	71	80%	20%	6%
Foster Youth	5	5	100%	0%	--
Homeless	--	2	2	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	351	325	93%	7%	42%
Migrant Education			0%	0%	
Students with Disabilities	60	42	70%	30%	14%

## College Entrance Info

### University of California

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu/>.

### California State University

Eligibility for admission to the CSU is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area.

Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## UC/CSU Course Completion

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission (2020-21)	98.02%
Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20)	56.63%

## Career Technical Education (CTE) Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2020-21 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	1118
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	39.40%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	36.80%

## Career Technical Education (CTE) Programs

Students are introduced to career technical education programs through a wide array of career pathways. Students receive career guidance individually, in small groups, and in workshop format to address career pathways, career exploration opportunities, post-secondary training, and courses of study. Career education courses comply with state-adopted Career Technical Education Standards and Academic Content Standards and are integrated into all Career Technical Education Courses. These courses blend college preparatory academics with rigorous career technical education courses that are centered around an industry sector, pathway, and career theme. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation in Career Technical Courses. A variety of different career technical education courses are available to help prepare high school students for entry-level employment, upgrading current job skills, industry certification or obtaining more advanced levels of education using industry standard equipment under the guidance of industry professionals.

The following courses are available to students at the school:

### Career Pathways - Industry Sectors

- \* Arts Media and Entertainment
- \* Production Managerial Arts
- \* Business Management and Finance
- \* Design Visual and Media Arts

### On-campus Courses:

- \* Advanced Professional Actor
- \* Advanced Technical Theatre
- \* College and Career Readiness
- \* Social Media in Business
- \* Television Production 1
- \* Television Production 2
- \* Digital Audio Recording
- \* Stagecraft Construction
- \* Photography

### Courses available on other FUSD Campuses:

- \* Acute Care Nurse Assistant
- \* Advanced Law Enforcement
- \* American Sign Language 1 (A-G approved)
- \* Auto Collision Repair
- \* Automotive Engine Performance
- \* Automotive Service
- \* Automotive Technician
- \* Bakery Occupations
- \* Catering
- \* Child Care Occupations
- \* Computer Business Applications
- \* Computer Game Design
- \* Customer Service
- \* Fashion Design
- \* Fire Technology
- \* Foundations of Information Technology
- \* Fundamentals of Law Enforcement
- \* Health Information Technician
- \* Introduction to Health Careers
- \* Landscape Occupations
- \* Medical Assisting - Draft
- \* Medical Core 1
- \* Medical Terminology
- \* Personal Fitness Trainer
- \* Professional Dance
- \* Radio Broadcasting Occupations
- \* Recording Engineering
- \* Restaurant Occupations
- \* Sports Medicine 1
- \* Stagecraft Design
- \* Veterinary Assistant
- \* Website Design
- \* Welding Certification
- \* Welding Technology

For more information on career technical programs, ROP, partnership academies, and work experience, contact Tracey Vackar, Director of Career Technical Education, at (909) 357-7600 extension 29180, or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

## 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 get involved with Jurupa Hills High School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents are also invited to help supervise the campus during the school day, at school and sporting events. Parents can interact with faculty staff by appointment, during Back-to-School night, Individual Education Plans (IEP's), Student Intervention Team (SIT) meetings, or 504 meetings to support their student(s) interests and efforts.

The Guidance Department hosts several sessions for parents including but not limited to A-G UC/CSU requirements, Career Exploration, Interventions, etc. The School Site Council (SSC), English Language Advisory Council (ELAC), Parent Organization Meetings (Spartan Parent Group), and booster clubs provide opportunities for parents to have input on curricular and/or extra-curricular programs and school budget. Monthly, the Principal and Assistant Principals meet with parents informally during Conversations with the Principal in the morning and in the evening with the Spartan Parent Group to answer questions and address topics regarding the school in general. In addition, parents are also kept informed about daily events and/or activities through ParentSquare, [jhills.org](http://jhills.org), various Facebook pages, Instagram and Twitter.

## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.
- Attendance

## Dropout & Graduation Rates

The chart displays dropout and graduation rates for the most recent three-year period. Note: The National Center for Education Statistics graduation rate is provided in the table.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	18-19	19-20	20-21	18-19	19-20	20-21
School	2.2	1.7	4.3	95.0	94.8	92.6
District	4.8	3.8	5.0	91.5	92.9	89.8
State	9.0	8.9	9.4	84.5	84.2	83.6

Graduation Rates by Student Group			
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	420	389	92.6
Female	211	208	98.6
Male	209	181	86.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	18	16	88.9
Filipino	--	--	--
Hispanic or Latino	371	345	93.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	11	9	81.8
EL Students	80	61	76.3
Foster Youth	--	--	--
Homeless	52	48	92.3
Socioeconomically Disadvantaged	395	367	92.9
Migrant Education	0.0	0.0	0.0
Students with Disabilities	58	41	70.7

## Dropout Intervention

Intervention strategies used to promote attendance and reduce dropout rates include:

- \* Guidance Staff: Focus on students at risk of not graduating due to poor grades, test scores, attendance, or behavior
- \* Intensive monitoring of all at-risk students
- \* After school math tutoring
- \* IM1 intervention class
- \* Math bridge classes for IM2 and IM3
- \* Read 180: Reading intervention
- \* Computer Based Instruction (CBI): Credit Recovery

## 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	1983	1964	360	18.3
Female	997	985	148	15.0
Male	985	978	212	21.7
American Indian or Alaska Native	2	2	1	50.0
Asian	31	31	4	12.9
Black or African American	93	93	25	26.9
Filipino	17	17	0	0.0
Hispanic or Latino	1753	1735	307	17.7
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	16	15	5	33.3
White	66	66	17	25.8
EL Students	411	403	112	27.8
Foster Youth	20	20	6	30.0
Homeless	31	30	8	26.7
Socioeconomically Disadvantaged	1677	1664	310	18.6
Migrant Education	0	0	0	0.0
Students with Disabilities	267	264	81	30.7

## 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	6.97	1.81	0.05	0.05	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	0.05	0.00
Female	0.00	0.00
Male	0.10	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	0.06	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	0.06	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 focused 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 Subject Area												
English	23	26	22	36	40	24	32	29	11	27	30	19
Mathematics	22	28	24	32	31	18	20	20	9	30	32	16
Science	26	27	16	18	30	8	19	10	9	26	32	18
Social Science	23	22	24	20	24	13	37	23	11	11	15	9



## 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)	320

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.5
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.3
Other	1.0

## Advanced Placement Classes

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

2020-21 Advanced Placement Classes	
Subject	# of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	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	\$8,087
School: From Supplemental/Restricted Sources	\$1,698
School: From Basic/Unrestricted Sources	\$6,389
District: From Basic/Unrestricted Sources	\$1,573
Percentage of Variation between School & District	306.17%
State: From Basic/Unrestricted Sources	\$8,444
Percentage of Variation between School & State	-24.34%

## 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](http://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	\$86,740
District	\$89,550
Percentage of Variation between School & District	-3.14%
All Similar School Districts	\$84,665
Percentage of Variation between School & State	2.45%