

Fontana Unified School District

Jurupa Hills High

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

Miki R. Inbody
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DISTRICT INFORMATION

Fontana Unified School District
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Fontana, CA 92335
(909) 357-7600

BOARD OF EDUCATION

Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
Craig Baker
Associate Superintendent,
Student Services

SARC INFORMATION

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

- 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 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 STATEMENTS

DISTRICT MISSION

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

DISTRICT VISION

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

CORE VALUES

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

CORNERSTONES OF SUCCESS

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

DISTRICT GOALS

- 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 STATEMENTS

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 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.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	50
Male	49.5
Non-Binary	0.4
American Indian or Alaska Native	0.2
Asian	1.5
Black or African American	5
Filipino	0.6
Hispanic or Latino	87.8
Native Hawaiian or Pacific Islander	0.2
White	3.6
Two or More Races	1
EL Students	20.6
Foster Youth	1
Homeless	7.1
Military	
Socioeconomically Disadvantaged	75.1
Migrant Education	
Students with Disabilities	13.6

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
9th	540
10th	539
11th	535
12th	433
Total	2,047

CONDITIONS OF LEARNING

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

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

TEACHER ASSIGNMENT

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.80	62.13	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	3.84	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	2.12	19.70	1.15	12,115.80	4.41
Unknown	27.60	31.90	407.00	23.67	18,854.30	6.86
Total Teaching Positions	86.60	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	85.80	87.39	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.50	1.53	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	0.51	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.40	3.51	31.90	1.82	11,953.10	4.28
Unknown	6.90	7.05	87.80	5.02	15,831.90	5.67
Total Teaching Positions	98.20	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	1.00	0.50
Misassignments	2.30	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.30	0.50

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.50
Local Assignment Options	1.30	2.80
Total Out-of-Field Teachers	1.80	3.40

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.80	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.50	0.80

FACILITY INSPECTION RESULTS

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/19/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	G 101: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	PREP RM: 7. OUTLET COVER MISSING ON CEILING.
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	

SCHOOL FACILITIES

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.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, 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.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 11th-12th / Course: AP Literature / Publisher: WW. Norton & Co. / Series: Norton Introduction to Literature / Adoption: 2016	Yes (State)	0
	Grade: 12th / Course: English/Language Arts / Publisher: The California State University / Series: Expository Reading and Writing Course, 2nd Edition / Adoption: 2013	Yes (State)	0
	Grades: 11th-12th / Course: AP Language / Publisher: Bedford/St. Martin / Series: The Language of Composition / Adoption: 2016	Yes (State)	0
	Grades: 9th-12th / Course: English/Language Arts / Publisher: The College Board / Series: Springboard, English Language Arts for 9-12 / Adoption: 2017	Yes (State)	0
Mathematics	Grades: 9th-12th / Course: Advanced Algebra / Publisher: Cengage/National Geographic Learning / Series: Advanced Algebra with Financial Application / Adoption: 2015	Yes (State)	0
	Grades: 9th-12th / Course: Intro to College Math / Publisher: McGraw-Hill / Series: Beginning and Intermediate Algebra / Adoption: 2017	Yes (State)	0
	Grades: 9th-12th / Course: Integrated Math / Publisher: Houghton Mifflin Harcourt / Series: Integrated Math Level 1-3 / Adoption: 2015	Yes (State)	0
	Grades: 9th-12th / Course: Pre-Calculus / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: Trigonometry / Publisher: Pearson Prentice Hall / Series: Precalculus: Graphical Numerical Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Calculus / Publisher: Pearson / Series: Calculus: Graphical, Numerical, Algebraic / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Statistics / Publisher: W. H. Freeman / Series: The Practice of Statistics / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: Statistics / Publisher: Pearson / Series: Stats in Your World / Adoption: 2014	Yes (State)	0
History / Social Science	Grades: 11th-12th / Course: AP American Government / Publisher: McGraw Hill / Series: American Democracy Now / Adoption: 2016	Yes (State)	0
	Grades: 11th-12th / Course: AP Economics / Publisher: McGraw Hill / Series: Economics: Principles, Problems, and Policies / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: US History / Publisher: McGraw Hill / Series: Impact United States History & Geography: Continuity & Change / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: World History / Publisher: McGraw Hill / Series: Impact World History, Culture & Geography: The Modern World / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: Economics / Publisher: McGraw Hill / Series: Impact Principles of Economics / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: American Government / Publisher: McGraw Hill / Series: Impact Principles of American Democracy / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: AP European History / Publisher: Prentice Hall / Series: Western Heritage Since 1300 / Adoption: 2015	Yes (State)	0
	Grades: 11th-12th / Course: AP Psychology / Publisher: Bedford Freeman Worth / Series: Psychology in Modules AP / Adoption: 2016	Yes (State)	0
	Grades: 11th-12th / Course: AP US History / Publisher: Cengage / Series: The American Pageant / Adoption: 2006	Yes (State)	0
	Grades: 9th-12th / Course: AP World History / Publisher: Bedford, Freeman and Worth / Series: Ways of the World / Adoption: 2016	Yes (State)	0
	Grades: 9th-12th / Course: Psychology / Publisher: McGraw Hill / Series: Understanding Psychology / Adoption: 2020	Yes (State)	0
	Grades: 9th-12th / Course: Sociology / Publisher: McGraw Hill / Series: Sociology & You / Adoption: 2020	Yes (State)	0

Science	Grades: 9th-12th / Course: Biology / Publisher: Savvas / Series: Miller Levine Biology / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Chemistry / Publisher: Savvas / Series: Experience Chemistry / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Physics / Publisher: Savvas / Series: Experience Physics / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Chemistry / Publisher: Bedford, Freeman & Worth / Series: Living by Chemistry / Adoption: 2019	Yes (State)	0
	Grades: 9th-12th / Course: Geology / Publisher: Holt / Series: Earth Science / Adoption: 2007	Yes (State)	0
	Grades: 9th-12th / Course: Earth Science / Publisher: Biozone International / Series: Earth and Space Sciences for NGSS / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Marine Biology / Publisher: Perfection Learning / Series: Marine Biology and Oceanography / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Forensic Science / Publisher: Pearson / Series: Forensic Science: An Introduction / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Astronomy / Publisher: McGraw Hill / Series: Explorations / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: Anatomy & Physiology / Publisher: McGraw Hill / Series: Hole's Essentials of Human Anatomy and Physiology / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Environmental Science / Publisher: McGraw Hill / Series: Environmental Science / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Physics / Publisher: Pearson/Prentice Hall / Series: Physics / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Biology / Publisher: Bedford, Freeman & Worth / Series: Biology for the AP Course / Adoption: 2022	Yes (State)	0
	Grades: 9th-12th / Course: AP Chemistry / Publisher: Pearson / Series: Chemistry: A Molecular Approach / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 9th-12th / Course: AP French / Publisher: Pearson / Series: Allons Au-dela / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Spanish Language / Publisher: Vista Higher Learning / Series: Temas / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: AP Spanish Lit. / Publisher: Pearson / Series: Reflexiones de la literatura hispánica / Adoption: 2014	Yes (State)	0
	Grades: 9th-12th / Course: French / Publisher: Vista Higher Learning / Series: D'Accord Level 1-3 / Adoption: 2015	Yes (State)	0
	Grades: 9th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice! Level 1-3 / Adoption: 2017	Yes (State)	0
	Grades: 9th-12th / Course: Spanish / Publisher: McGraw-Hill / Series: El Español Para Nosotros Level 1-2 / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

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

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

ASSESSMENT RESULTS

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

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	52	34	47
Mathematics (Grades 3-8 and 11)	16	18	33
Science (Grades 5, 8, and 10)	16	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	480	460	95.83	4.17	52.07
Male	244	231	94.67	5.33	44.78
Female	235	228	97.02	2.98	59.21
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	55.56
Filipino	--	--	--	--	--
Hispanic or Latino	426	409	96.01	3.99	50.25
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	20	17	85.00	15.00	76.47
Two or More Races	--	--	--	--	--
EL Students	82	74	90.24	9.76	8.11
Foster Youth	--	--	--	--	--
Homeless	24	22	91.67	8.33	45.45
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	359	344	95.82	4.18	47.81
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	67	54	80.60	19.40	12.96

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	479	458	95.62	4.38	15.97
Male	243	231	95.06	4.94	14.78
Female	235	226	96.17	3.83	17.26
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	425	406	95.53	4.47	14.78
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	20	18	90.00	10.00	22.22
Two or More Races	--	--	--	--	--
EL Students	82	77	93.90	6.10	3.90
Foster Youth	--	--	--	--	--
Homeless	24	21	87.50	12.50	19.05
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	358	343	95.81	4.19	14.33
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	67	58	86.57	13.43	3.45

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	890	837	94.04	5.96	15.63
Male	421	402	95.49	4.51	16.33
Female	468	434	92.74	7.26	14.78
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	42.86
Black or African American	41	34	82.93	17.07	6.06
Filipino	--	--	--	--	--
Hispanic or Latino	786	744	94.66	5.34	15.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	29	25	86.21	13.79	20.00
Two or More Races	--	--	--	--	--
EL Students	166	151	90.96	9.04	0.00
Foster Youth	--	--	--	--	--
Homeless	50	44	88.00	12.00	20.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	644	601	93.32	6.68	15.00
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	106	92	86.79	13.21	0.00

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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 website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and 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 website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	97.9
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	49.62

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	650
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	48.7
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION 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/>.

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

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

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

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	95	94	95	94	95

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	2,266	2,172	614	28.3
Female	1,118	1,076	310	28.8
Male	1,138	1,087	301	27.7
Non-Binary				
American Indian or Alaska Native	5	5	0	0
Asian	33	33	4	12.1
Black or African American	122	113	40	35.4
Filipino	13	13	1	7.7
Hispanic or Latino	1,982	1,905	533	28
Native Hawaiian or Pacific Islander	7	5	1	20
White	82	76	28	36.8
Two or More Races	22	22	7	31.8
EL Students	481	466	163	35
Foster Youth	26	26	5	19.2
Homeless	158	152	50	32.9
Military				
Socioeconomically Disadvantaged	1,718	1,649	498	30.2
Migrant Education	0	0	0	0
Students with Disabilities	318	302	135	44.7

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	1.7	4.3	5	94.8	92.6	90.9
District	3.8	5.0	5	92.9	89.8	92.1
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	440	400	90.9
Female	239	228	95.4
Male	201	172	85.6
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	--	--	--
Black or African American	24	22	91.7
Filipino	--	--	--
Hispanic or Latino	390	353	90.5
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
EL Students	109	85	78
Foster Youth	--	--	--
Homeless	46	39	84.8
Military			
Socioeconomically Disadvantaged	412	378	91.7
Migrant Education	0	0	0
Students with Disabilities	69	47	68.1

DROPOUT PREVENTION

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

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

Parents are encouraged to 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, various Facebook pages, Instagram and Twitter.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

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

Highlights of the Safe School Plan include:

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

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 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 and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	1.81	0.05	5.21	0	0	0.04
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	5.21	0.04
Female	3.49	0
Male	6.94	0.09
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	3.03	0
Black or African American	12.3	0
Filipino	15.38	0
Hispanic or Latino	4.74	0.05
Native Hawaiian or Pacific Islander	0	0
White	4.88	0
Two or More Races	9.09	0
EL Students	7.69	0.21
Foster Youth	19.23	0
Homeless	5.7	0
Military		
Socioeconomically Disadvantaged	5.36	0.06
Migrant Education	0	0
Students with Disabilities	11.01	0

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 AND PUBLIC LIBRARY ACCESS

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

PROFESSIONAL DEVELOPMENT

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

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

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

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

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	341.17

AVAILABLE COUNSELING AND SUPPORT STAFF

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

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.2
Other	2.2

COUNSELING AND SUPPORT SERVICES

Jurupa Hills High School provides professional, highly qualified staff, comprised of staff who provide services and support centered on the student's academic, personal, social, and career/college needs for graduation and beyond.

Students receive personal/social services in addition to their comprehensive academic and post-secondary planning services. The CSSPs meet and intervene with at-risk students regularly to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach with other professionals at the school, the CSSPs evaluate and recommend various intervention strategies and services to meet the unique needs of the student.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Jurupa Hills High's specialized academic instructional staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

CLASS SIZE DISTRIBUTION

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

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

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	26	22	21	40	24	50	29	11	27	30	19	30
Mathematics	28	24	19	31	18	48	20	9	34	32	16	18
Science	27	27	22	30	8	18	10	9	18	32	18	30
Social Science	22	24	19	24	13	41	23	11	15	15	9	25

ADVANCED PLACEMENT

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.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	0
Totals	2
Percent of Students in AP Courses	0.1

DISTRICT REVENUE SOURCES

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

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

SCHOOL AND DISTRICT EXPENDITURES

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

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 8,087
School: From Supplemental/Restricted Sources	\$ 1,697
School: From Basic/Unrestricted Sources	\$ 6,389
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	5.48 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-3.11 %

TEACHER AND ADMINISTRATIVE SALARIES

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

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

SCHOOL SITE TEACHER SALARIES

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

2020-21 Average Teacher Salary	
School	\$ 86,740
District	\$ 89,523
Percentage of Variation between School & District	-3.11 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	1.61 %

DISCIPLINE AND CLIMATE FOR LEARNING

Jurupa Hills High School has fully implemented School-Wide Positive Behavior Supports (SWPBS) and is in the fourth year of implementation. Our policies recognize that all students have the inalienable right to attend classes on a campus that is safe and secure. Our policies are specifically geared towards promoting a productive educational environment in which students can focus on both academic and personal growth. Students are encouraged to reflect on the importance of self-discipline, self-reflection regarding their mistakes, and the development of positive resolution skills when faced with challenging situations.

Each member of the staff at Jurupa Hills High School takes a proactive approach in helping our students reflect on positive choices that will contribute to a successful and productive learning environment. All behavior expectations, policies, and consequences are clearly outlined in our "Scholar Handbook." The handbook is reviewed with students at the beginning of the year through homeroom classes. Parents and students are required to sign and return an acknowledgement page which confirms that both parents and students understand the outlined policies. Except with more egregious incidents, a progressive behavior modification approach is followed at both the classroom and office level. Teachers and administrators take into consideration students' behavioral trends as well as the seriousness of individual infractions when determining consequences. Student discipline is always dealt with in a fair, firm, and consistent manner.

Co-Curricular Activities:

Jurupa Hills High School provides a wide variety of co-curricular activities for its students. A member of the Mountain Valley League, Jurupa Hills High School fields athletic teams in football, volleyball, basketball, cross country, soccer, tennis, wrestling, track, softball, and baseball. Jurupa Hills also has a pep squad.

Performing groups are available in the areas of drama, vocal music, and instrumental music. Students are also able to pursue their interest through a wide variety of clubs. Students and staff are able to improve and utilize their computer technology skills in campus labs. Guidance is available through the Guidance Counseling Office, as well as through the Career Center.