



# Fontana Unified School District

## Jurupa Hills High

### 2022-2023 School Accountability Report Card



**SCHOOL ADMINISTRATION**  
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**SUPERINTENDENT**  
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**BOARD OF EDUCATION**  
Marcelino "Mars" Serna, President  
Adam Perez, Vice President  
Joe Armendarez, Member  
Jennifer Quezada, Member  
Mary Sandoval, Member  
Julieta Gutierrez Martin,  
Student Board Member

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

#### SARC INFORMATION

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

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

#### DATAQUEST

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

#### CALIFORNIA SCHOOL DASHBOARD

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

#### MORE INFORMATION

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

#### DISTRICT MISSION

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

#### DISTRICT VISION

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

#### CORE VALUES

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

#### CORNERSTONES OF SUCCESS

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

#### DISTRICT FOCUS AREAS

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

#### SCHOOL STATEMENTS

##### Principal's Message:

Welcome to Jurupa Hills High School! The purpose of the School Accountability Report Card is to provide students, parents/guardians and community members with information about Jurupa Hills High School's instructional programs, academic achievement, materials and facilities. Also included in the Report Card is information about the Fontana Unified School District. Parents/guardians and community play a key role in the success of Jurupa Hills High 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 and will meet the high expectations that are set before them. 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 district, state, and federal guidelines. Understanding the school's educational program, the state standards, and how we develop and deliver the curriculum can assist both school and community in ongoing collaboration for program improvement. The entire staff at Jurupa Hills is committed to providing the best educational program for our students. Our staff is dedicated to ensuring that Jurupa Hills High School maintains a safe, welcoming, and stimulating learning environment for all. This enables students to be actively involved in their lessons, their learning, and responsible for their academic success. By using evidence-based effective instructional strategies, our highly committed staff is able to deliver an excellent student-centered instructional program that supports the whole child (academically, behavioral, and social-emotionally). Our programs are designed by analyzing data to meet the needs of our diverse population. Furthermore, we extend these programs and activities beyond the normal school day to ensure student success. As a staff we take great pride in helping our students achieve to the highest levels and preparing them to be college and career ready. Thank you for helping Jurupa Hills High School shape the lives of our Spartan graduates in becoming the leaders of an everchanging world that they will embark in.

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 in the fall of 2010. The school is one of five comprehensive 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 Language Arts, English Language Development, Modern Language, Special Education, Mathematics, Physical Education, Science, Social Studies, and Visual and Performing Arts. Specialized programs offered to support the instructional programs at Jurupa Hills High School include International Baccalaureate (IB), Advancement Via Individual Determination (AVID), and Career Technical Education (CTE). The IB program consist of the Middle Years Program (MYP) for grades 9 and 10 and the Diploma Programme (DP) for grades 11 and

### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	47.50
Male	52.10
Non-Binary	0.40
American Indian or Alaska Native	0.20
Asian	1.40
Black or African American	4.50
Filipino	0.80
Hispanic or Latino	87.90
Native Hawaiian or Pacific Islander	0.10
White	3.70
Two or More Races	1.40
EL Students	19.70
Foster Youth	0.90
Homeless	1.70
Military	
Socioeconomically Disadvantaged	79.60
Migrant Education	
Students with Disabilities	11.80

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
9th	475
10th	499
11th	399
12th	456
Total	1829

### 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

## INSTRUCTIONAL MATERIALS

### Sufficiency of Instructional Materials

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

### Adoption of Instructional Materials

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

## TEXTBOOKS

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

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 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 /	Yes (State)	0



## FACILITY INSPECTION RESULTS

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

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	3/23/2023
Data Collected:	March 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	D 100: 4. CEILING TILE IS BROKEN WITH HOLE. G 203, G 204, G 206: 4. FLOOR TILES ARE STAINED. J 207: 4. RUBBER MOLDING IS LOOSE AT BASE OF WALL. 2ND FLOOR 209, B 203, B 205, B 206, D 106, D 200, D 201, D 206, G 101, G 103, G 200, G 207, G201, J 205, J BLDG./ 2ND FLOOR/ STAFF WRK RM, PREP RM: 4. WATER STAIN CEILING TILES. Work orders submitted.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	B 102, B 108, J 108: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. G 101: 7. ELECTRICAL COVER IS MISSING. Work orders submitted.
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. We also have a Lecture Hall (occupancy 100), theatre (occupancy 399), a TV Studio, a Library, various Science labs, a Recording Studio, gym (with three full size basketball courts), an outside sports stadium, dance studio, weight room, fitness room, tennis courts, baseball, softball fields, student locker rooms, and indoor and outdoor eating areas.

### 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 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 interior and 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

The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors.

Jurupa Hills High School currently has two full-time day custodians and six evening custodians who are responsible for maintaining classrooms and facilities clean, safe and in 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 secretary overseeing facilities 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. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

### Improvements to Facilities

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

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.



#### PUPIL ACHIEVEMENT AND OUTCOMES

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

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

#### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

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

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

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

#### ASSESSMENT RESULTS

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

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	52	53	34	35	47	46
Mathematics (Grades 3-8 and 11)	16	21	18	21	33	34
Science (Grades 5, 8, and 10)	16	20	16	17	29	30

**Assessment Results by Student Group - English Language Arts**

<b>2022-23</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	366	362	98.91	1.09	53.04
Male	186	184	98.92	1.08	46.74
Female	180	178	98.89	1.11	59.55
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	38.10
Filipino	--	--	--	--	--
Hispanic or Latino	324	320	98.77	1.23	54.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	62	61	98.39	1.61	11.48
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	189	99.47	0.53	49.21
Migrant Education	0	0	0	0	0
Students with Disabilities	53	50	94.34	5.66	12.00

**Assessment Results by Student Group - Mathematics**

<b>2022-23</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	366	362	98.91	1.09	21.27
Male	186	184	98.92	1.08	19.02
Female	180	178	98.89	1.11	23.60
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	324	320	98.77	1.23	21.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	62	61	98.39	1.61	3.28
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	189	99.47	0.53	16.40
Migrant Education	0	0	0	0	0
Students with Disabilities	53	50	94.34	5.66	4.00

### Assessment Results by Student Group - Science

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	841	835	99.29	0.71	20.29
Male	422	419	99.29	0.71	20.86
Female	418	415	99.28	0.72	19.52
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	746	741	99.33	0.67	19.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	26	26	100.00	0.00	23.08
Two or More Races	--	--	--	--	--
EL Students	135	134	99.26	0.74	1.50
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	21.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	426	424	99.53	0.47	18.44
Migrant Education	0	0	0	0	0
Students with Disabilities	106	103	97.17	2.83	1.94

#### OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

#### PHYSICAL FITNESS ASSESSMENT

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

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

2022-23 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	99	99	99	98	99

#### 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 2022-23	98.26
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	56.37

#### CAREER TECHNICAL EDUCATION PARTICIPATION

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

2022-23 Career Technical Education Participation	
How many of the school’s pupils participated in CTE programs?	688
What percentage of the school’s pupils completed a CTE program and earned a high school diploma?	53.6
What percentage of the school’s CTE courses are sequenced or articulated between the school and institutions of post secondary education?	18.2

#### CAREER TECHNICAL EDUCATION PROGRAMS

Students are introduced to Career Technical Education (CTE) 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
- \* Transportation and Technology (Logistics)
- \* American Sign Language 1 and 2 (A-G approved)
- \* Sports Medicine 1 and 2

##### Courses available on other FUSD Campuses:

- \* Acute Care Nurse Assistant
- \* Advanced Law Enforcement
- \* 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
- \* 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/>.

#### 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 Success Team (SST) meetings, or 504 meetings, emailing teachers 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), Coffee with Principal Meetings, and booster clubs provide opportunities for parents to have input on curricular and/or extra-curricular programs and school budget. Throughout the year, parent education workshops offer assistance and helpful strategies that parents can implement at home to support their child's learning process. Information about parent workshops can be obtained from the school liaison at (909) 357-5400.

In addition, parents are also kept informed about daily events and/or activities through ParentSquare, [jhills.org](http://jhills.org), various Instagram and X (formerly Twitter).

**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.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2022-23</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	2003	1942	445	22.9
Female	944	909	220	24.2
Male	1050	1024	223	21.8
Non-Binary	9	9	2	22.2
American Indian or Alaska Native	4	4	0	0.0
Asian	27	27	3	11.1
Black or African American	95	93	30	32.3
Filipino	15	15	2	13.3
Hispanic or Latino	1751	1696	378	22.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
White	78	75	21	28.0
Two or More Races	31	30	11	36.7
EL Students	423	406	115	28.3
Foster Youth	21	19	4	21.1
Homeless	44	42	14	33.3
Military	--	--	--	--
Socioeconomically Disadvantaged	1620	1572	392	24.9
Migrant Education	0	0	0	0.0
Students with Disabilities	250	241	83	34.4

**DROPOUT AND GRADUATION RATES**

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

<b>Dropout and Graduation Rates</b>						
	<b>Dropout Rates</b>			<b>Graduation Rates</b>		
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
School	4.3	5	2.5	92.6	90.9	93.4
District	5	5	4.9	89.8	92.1	91.3
State	9.4	7.8	8.2	83.6	87	86.2

<b>Graduation Rates by Student Group</b>			
<b>2022-23</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	483	451	93.4
Female	246	239	97.2
Male	236	211	89.4
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	18	15	83.3
Filipino	--	--	--
Hispanic or Latino	429	402	93.7
Native Hawaiian or Pacific Islander	0	0	0.00
White	18	18	100.0
Two or More Races	--	--	--
EL Students	102	86	84.3
Foster Youth	--	--	--
Homeless	45	39	86.7
Military	--	--	--
Socioeconomically Disadvantaged	458	428	93.4
Migrant Education	0.0	0.0	0.0
Students with Disabilities	63	45	71.4

#### 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
- \* Student monitoring of all at-risk students and developing inclass interventions and levels of support
- \* After school tutoring to support Math, ELA, and other core subjects
- \* IM1 intervention class
- \* Math bridge classes for IM2 and IM3
- \* Read 180: Reading intervention
- \* Computer Based Instruction (CBI)- APEX: Credit Recovery

#### SCHOOL CLIMATE

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

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

## SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.05	5.21	7.54	0.00	0.04	0.10
District	0.06	3.27	3.80	0.00	0.04	0.03
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	7.54	0.10
Female	4.87	0.00
Male	9.90	0.19
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	14.74	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.20	0.11
Native Hawaiian or Pacific Islander	0.00	0.00
White	8.97	0.00
Two or More Races	6.45	0.00
EL Students	8.04	0.00
Foster Youth	23.81	0.00
Homeless	11.36	0.00
Military	--	--
Socioeconomically Disadvantaged	8.09	0.12
Migrant Education	0.00	0.00
Students with Disabilities	13.60	0.00

## SCHOOL SAFETY

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

Highlights of the Safe School Plan include:

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



#### OTHER SARC INFORMATION

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

#### ACADEMIC COUNSELOR TO PUPIL RATIO

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

<b>2022-23 Ratio of Number of Pupils per Academic Counselor</b>	
Academic Counselor(s)	304.83

#### 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.

<b>Counseling and Support Staff</b>	
<b>2022-23</b>	<b>Full Time Equivalent</b>
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.1
Other	1.0

#### 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.

<b>Advanced Placement Classes</b>	
<b>2022-23</b>	<b>Number of Courses</b>
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

### 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		
	21	22	23	21	22	23	21	22	23	21	22	23
English	22	21	22	24	50	37	11	27	23	19	30	33
Mathematics	24	19	20	18	48	42	9	34	28	16	18	19
Science	27	22	22	8	36	25	9	18	26	18	30	20
Social Science	24	19	22	13	41	25	11	15	14	9	25	24

### DISTRICT REVENUE SOURCES

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

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

### SCHOOL AND DISTRICT EXPENDITURES

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

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

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9286.13
School: From Supplemental/Restricted Sources	\$ 1966.76
School: From Basic/Unrestricted Sources	\$ 7319.36
District: From Basic/Unrestricted Sources	\$ 4,384.98
Percentage of Variation between School & District	66.92 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-3.78 %

#### TEACHER AND ADMINISTRATIVE SALARIES

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

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

#### SCHOOL SITE TEACHER SALARIES

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

2021-22 Average Teacher Salary	
School	\$ 89936.76
District	\$ 94,894.00
Percentage of Variation between School & District	-5.22 %
All Similar School Districts	\$ 87,885.00
Percentage of Variation between School & State	2.33 %

#### PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

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

#### PROFESSIONAL DEVELOPMENT

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

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

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

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't

impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

#### ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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

#### DISCIPLINE AND CLIMATE FOR LEARNING

Jurupa Hills High School has fully implemented School-Wide Positive Behavior Supports (SWPBS). 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 "Student-Parent Handbook." 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 severe 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 Arrowhead Athletic Conference, Jurupa Hills High School fields athletic teams in football, volleyball, basketball, cross country, soccer, tennis, track, softball, and baseball. Jurupa Hills also has a cheerleading 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. Guidance is available through the Guidance Counseling Office, as well as through the Wellness/Career Center.