

# JURUPA HILLS MIDDLE SCHOOL

District Office  
9680 Citrus Avenue  
Fontana, CA 92335  
(909) 357-5000

www.fusd.net



Grade 6  
Rita Bucheli, Principal  
Denise Corbett, Assistant Principal  
10755 Oleander Avenue - Fontana, CA 92337  
(909) 357-5490 - FAX (909) 357-5499

## 2006-07 SCHOOL ACCOUNTABILITY REPORT CARD

### Board of Education

Kathleen Binks  
Gus Hawthorn  
Laura Abernathy-Mancha  
Arlene Piazza  
Julie A. Ramos

### District Administration

Jane Smith  
Superintendent  
  
Richard A. Stedry, Ed.D.  
Deputy Superintendent  
Division of Business Services  
  
Cali L. Olsen-Binks  
Deputy Superintendent  
Instructional Services  
  
Yolanda Mendoza  
Associate Superintendent  
Division of Human Resources  
  
Linda Del Giudice, Ed.D.  
Assistant Superintendent

### Contents

Principal's Message  
District Goals  
Parent Involvement  
School Profile  
Student Achievement  
School Facilities & Safety  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
District Expenditures

*The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired October 2007 and school facilities information was acquired in November 2007.*

### Principal's Message

I would like to take this opportunity to introduce you to the annual School Accountability Report Card for Jurupa Hills Middle School. Whether you are a student, parent, staff member, or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an Annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but an opportunity to publish the accomplishments we take great pride in sharing, and set forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of next year's programs and activities.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular, that a well informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping

Jurupa Hills Middle School change with the times and maintain flexibility in this and future generations.

### School Mission

We the staff, students, parents, and community at large of Jurupa Hills Middle School strive to provide a nurturing educational environment for all students, which will allow for maximum development of academic, personal, and social potentials.

We believe that to produce responsible and effective citizens, we must nurture an understanding and caring for others, a belief in one's self and ability, and a global awareness of academic, cultural, civic, and family values.

### Parent Involvement

Parents are encouraged to get involved in Jurupa Hills Middle School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents are always welcome to help out in the classroom, the library, or school office. Events such as Open House, Back to School Night, Multicultural Day, parent conferences, and awards assemblies provide opportunities for parents to support their child's interests and academic efforts. The School Site Council, English Learner Advisory Council, Student Intervention Teams, Superintendent's

### District Goals

**LEARNING FOR ALL STUDENTS** Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

**SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS** Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

**QUALITY STAFF PROVIDING QUALITY SERVICE** Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

**SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION** Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

**ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS** Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

Advisory Council and District English Learner Advisory Council provide opportunities for parents to have input on curricular programs and school activities. The principal encourages parents to attend monthly parent information meetings to find out more about school activities and have an opportunity to express their concerns or feedback.

All school-to-home communication is provided in English and Spanish and takes place in a variety of formats. The monthly school newsletter features strategies that parents may use to help their child at home to support the learning process. At the beginning of the school year and at the end of each trimester, the principal issues a newsletter which includes messages from the principal and assistant principal, articles from each of the departments, and a calendar of school activities. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. The school marquee is kept up to date with current events and announcements. Parents seeking more information about volunteering their time to the school community may contact the principal or assistant principal at (909) 357-5490.

## School Profile

Jurupa Hills Middle School is a single-track, year-round school serving 640 students in sixth grade. As a GATE Magnet School, the schoolwide curriculum facilitates learning at advanced levels that challenge students and enable academic excellence. All students receive a standards-based curriculum delivered at their optimal learning levels and abilities. Specialized programs for qualified highly gifted students provide enrichment and accelerated academic opportunities. Skilled teaching staff are trained to provide in-depth, differentiated instruction preparing students for academic success as they complete their seventh and eighth grade curriculum at Sequoia Middle School.

### Percentage of Students by Ethnicity 2006-07 Enrollment: 640

African-Amer.	3.6%
Amer. Indian or Alaskan Native	0.5%
Caucasian	5.5%
Asian	1.2%
Filipino	0.3%
Hispanic or Latino	88.3%
Pacific Islander	0.3%
Multiple or No Response	0.3%

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Jurupa Hills Middle School. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

### District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Jurupa Hills Middle School provided individualized intervention programs for those students not meeting grade level proficiency standards.

### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

Students at Jurupa Hills Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. Beginning with the spring 2005 administration of the CAT/6 statewide, only students in grades three and seven are tested in reading, spelling, and mathematics. Additional details can be obtained from the CDE's website <http://star.cde.ca.gov/>.

### California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State

Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in the fifth, seventh, and ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Since Jurupa Hills Middle School only serves sixth grade students, the test was not given.

### Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

### Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by

**California Standards Test Results  
All Students  
Percentage of Students Scoring at Proficient & Advanced Levels**

	Jurupa Hills			FUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	24	28	33	25	28	30	40	42	43
Math	28	33	39	26	27	27	38	40	40
Science				11	18	23	27	35	38
History				18	17	17	32	33	33

*Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.*

**California Standards Test Results  
Numerically Significant Ethnic Subgroups  
Percentage of Students Scoring at Proficient & Advanced Levels  
2006-07**

	Jurupa Hills						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	33	*	*		32	*	43
Math	33	*	*		37	*	61
Science							
History							

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

**California Standards Test Results  
Other Numerically Significant Subgroups  
Percentage of Students Scoring at Proficient & Advanced Levels  
2006-07**

	Jurupa Hills					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	33	34	10	33	4	*
Math	41	36	19	39	12	*
Science						
History						

**Academic Performance Index (API)  
Three-Year Performance Comparison**

	2007 API Score	API Rank		
		2004	2005	2006
Statewide Rank		3	4	3
Similar Schools Rank		6	8	9
	2007 API Score	Increase/Decrease in API		
Results		2004	2005	2006
Schoolwide - All Students	728	-12	11	15
Ethnic Subgroups				
Hispanic or Latino	723	-16	10	11
Other Subgroups				
Economically Disadvantaged	721	0	11	8
English Learners	720	*	12	16

*\*A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets were reported.*

2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

**Adequate Yearly Progress (AYP)  
Results Reported by Indicator and  
Compared to District Performance  
2006-07**

Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?

AYP Indicator	Jurupa Hills	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	No
Math	Yes	Yes
API	Yes	Yes
Increase API by one point		
Graduation Rate	N/A	No

The AYP table in this report illustrates the school's progress in meeting 2006-07 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

**No Child Left Behind (NCLB)**

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. During the 2006-07 school year, Jurupa Hills Middle School participated in the Title I Program and qualified for Schoolwide Title I funding.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ay/](http://www.cde.ca.gov/ta/ay/).

### Title I Program Improvement (PI) Status

	Jurupa Hills	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2007-2008
Year in PI	N/A	Year 1
No. of Schools Currently in PI		5
Percent of Schools Currently Identified for PI		11.9%

The statistical information in this table reflects the PI status during the 2007-08 school year.

## School Facilities & Safety

Jurupa Hills Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1958; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

### Campus Supervision

In the morning as students arrive on campus, four teachers, one noon aide, and one campus security officer are stationed at strategic locations on campus to monitor student activities. Since approximately 98% of Jurupa Hills Middle School students arrive by bus, the principal and assistant principal are stationed at the bus unloading areas to greet and supervise arriving students. During

#### Campus Description

Year Built	1958
Acreage	9.5 ac
Square Footage	44,508 sf
	<b>Qty.</b>
# of Permanent Classrooms	16
# of Portable Classrooms	19
# of Restrooms (student use)	3 sets
Library	1
Computer Lab	2
Staff Lunch Room	1
Teacher Work Room	3
Cafeteria/Multipurpose Room	1

lunch, one noon aide, one campus security officer, and the administrators are circulating in and about the cafeteria and designated campus areas to monitor behavior. At the end of the day when students are dismissed, teachers, the campus security officer, and both administrators ensure students board buses in a safe and orderly manner. Jurupa Hills Middle 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.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, and updated on October 10, 2007. The safety plan was later shared with school staff in December 2007. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: 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, and conflict resolution.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus facilities are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a

copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the principal. Upon approval the principal forwards work orders to the district's maintenance department who identifies the scope of each project and then assigns projects to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Jurupa Hills Middle School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and campus security officer inspect facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked for cleanliness by the custodian and campus security officer

#### School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Most Recent Inspection:</b>				
<b>June 8, 2007</b>				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Room 26: repair window in southwest corner (work order 36887) Fence: fill in small hole under fence behind 31 (work order 36894)
Interior Surfaces (walls, floors, and ceilings)	✓			Room T8: Repair hole in north wall (work order 36896)
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			Preschool restroom: repair open vent, replace fan (work order 36885)
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

#### Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary	Good	Fair	Poor
	✓			

#### Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

at specific times throughout the day and subsequently cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Jurupa Hills Middle School at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on June 8, 2007. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

### Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, Jurupa Hills Middle School received \$244,120.15 in deferred maintenance funds for electrical system upgrades and paving projects.

## Classroom Environment

### Discipline & Climate for Learning

Students at Jurupa Hills Middle School are guided by district policies, school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the assistant principal. When administering consequences, the assistant principal takes into consideration the referred student's past behavioral trends and seriousness of infraction. Administrators and teachers expect students to learn from their mistakes and make good choices in conduct. Student discipline is always dealt with in a fair, firm, and consistent manner.

At the beginning of each school year, all students are provided with a Binder Reminder which outlines general information and school rules. Students may use the Binder Reminder to record their assignments; parents may use

the Binder Reminder to follow up daily with their child's teachers regarding status of class assignments and academic progress. During the first few weeks of school, administrators discuss district policies, school rules, and behavioral expectations with students at schoolwide assemblies. Students are reminded of their individual responsibilities throughout the year as needed in classroom discussions and/or assemblies.

Every student has the opportunity to be recognized for outstanding academic efforts, coming to school on time every day, and demonstrating good citizenship. At the end of each month, students who have maintained a perfect attendance record for the month are eligible for entry in the Willy Wonka Day drawing. Ten students are selected in the drawing and are visited by the principal (dressed in a Willy Wonka costume) who presents a golden-colored invitation to an ice cream party (nonfat fudgesicles) and a gold foil-wrapped candy bar. At the end of each trimester, students are honored for their academic achievements and attendance efforts at an awards assembly.

Suspensions & Expulsions				
Jurupa Hills				
	04-05	05-06	06-07	
Suspensions (#)	290	185	137	
Suspensions (%)	40.79%	27.17%	21.41%	
Expulsions (#)	8	7	6	
Expulsions (%)	1.13%	1.03%	0.94%	
FUSD Middle Schools				
	04-05	05-06	06-07	
Suspensions (#)	2028	1573	1388	
Suspensions (%)	21.10%	16.49%	14.46%	
Expulsions (#)	178	69	51	
Expulsions (%)	1.85%	0.72%	0.53%	

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

### Instructional Time

During the 2006-07 school year, all instructional time offered at Jurupa Hills Middle School exceeded state requirements. For the 2006-07 school year, Jurupa Hills Middle School offered 180 days of instruction comprised of 142 regular days and 38 minimum days. Jurupa Hills Middle School utilizes minimum days for staff development, scoring district assessments, and department meetings.

All instructional minutes offered at Jurupa Hills Middle School during the 2006-07 school year exceeded state requirements specified in the California Education Code. The state requires middle school students to receive 54,000 minutes of instruction; Jurupa Hills Middle School offered a total of 61,896 minutes of instruction for the 2006-07 school year.

## Class Size & Teaching Load

Jurupa Hills Middle School maintained a schoolwide average class size of 30.3 students for the 2006-07 school year. The following table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	29.9	8	15	23
Math	32.0	2	5	14
Science	33.5	2	4	15
Social Science	35.2		4	15
2005-06				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.7	11	23	9
Math	28.2	5	9	12
Science	32.8		6	14
Social Science	32.8		6	14
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.0	5	22	8
Math	30.5	1	11	12
Science	28.8	3	9	10
Social Science	29.6	2	9	10

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Jurupa Hills Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2006-07 school year, Jurupa Hills Middle School held three staff development days that focused on:

- RMD Strategies
- Cornell Notetaking
- Socratic Seminars
- Art Costas' Level of Thinking

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

## Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content

Staff Development Days Three-Year Trend		
2004-05	2005-06	2006-07
3	3	3

Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 19, 2007, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 07-55 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

## Library Resources

The school library is staffed by a full-time library technician and is open from 7:00 a.m. to 2:00 p.m. Students have access to supplemental resources such as encyclopedias, dictionaries, newspapers, and magazines. Ten Internet-accessible computers are available for online research, electronic title searches, and Study Island's web-based media library. Students visit the library on a regular rotation with their language arts class and may visit the library independently before school, during lunch, and after school.

## Technology Resources

During the 2006-07 school year, Jurupa Hills Middle School had a total of 84 computers; all classrooms had Internet access. On

average, each classroom has a minimum of five computers that are used for special class projects and graphics presentations. The school's computer lab features 40 workstations and is used for whole class instruction for research and class assignments. Each teacher determines the method to integrate technology in their content area. All teachers have a laptop computer and access to one of four LCD projectors and eight SMART Boards to use as supplemental instructional tools to enhance classroom instruction.

## School Leadership

Jurupa Hills Middle School's principal works closely with the assistant principal and Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Rita Bucheli and Assistant Principal Denise Corbett take a team approach in fulfilling the many responsibilities associated with middle school operations.

Ms. Rita Bucheli has been with the Fontana Unified School District as principal of Jurupa Hills Middle School since the beginning of the 2004-05 school year. Prior to joining Jurupa Hills Middle School, Ms. Bucheli held teaching and administration positions at various schools in the Baldwin Park Unified School District. Professional certifications include a master's degree in administration, a bachelor's degree in liberal studies, Tier I and Tier II administrative credentials, and AB75 principal's training.

Supporting the principal in the decision-making process is the school's Leadership Team, comprised of the principal, assistant principal, and department representatives. The Leadership Team meets once a month to discuss staff development needs, the master schedule, changes in school programs and policies, and collaborate on curricular and operational issues. Department representatives are a liaison between administration and teaching staff.

## Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Jurupa Hills Middle School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one special education teacher and two special education aides who provide full-day support in special day classes. Two resource specialist teachers provide small group instruction in the resource classroom; two resource specialist aides provide individual support in the resource classroom. Each student is provided instruction based upon their Individualized Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Eight English Language Development (ELD) teachers and two bilingual aides support the English Learner program. Some English Learners are enrolled in an ELD class that replaces their elective course and supplements regular language arts instruction. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Teachers provide small group instruction during regular class time. Beginning level English learners may be referred to the English Language Acquisition Program as a supplement to their standard

District Adopted Textbooks (Grades 7-8)		
Publisher	Grades	Year Adopted
<b>Language Arts</b>		
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	7-8	2003
Hampton Brown; <i>High Point</i>	7-8	2003
<b>Math</b>		
McDougal Littell; <i>Concepts and Skills</i>	6	2002
Prentice Hall; <i>Pre-Algebra I</i>	7-8	2002
Prentice Hall; <i>Algebra I</i>	7-8	2002
McDougal Littell; <i>Geometry</i>	7-8	2002
<b>Science</b>		
Houghton Mifflin; <i>California Science</i>	6	2007
Prentice Hall; <i>Focus on Life Science</i>	7	2007
Prentice Hall; <i>Focus on Physical Science</i>	8	2007
<b>Social Science</b>		
Holt, Rinehart, Winston; <i>Ancient Civilizations</i>	6	2006
Holt, Rinehart, Winston; <i>Medieval to Early Modern Times</i>	7	2006
Holt, Rinehart, Winston; <i>U.S. History Independence to 1914</i>	8	2006

language arts curriculum; ELAP helps students increase English proficiency and prepares them to meet the state's academic content and performance standards. ELAP instruction is provided by two bilingual aides and takes place for 90 minutes after school on designated days. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Jurupa Hills Middle School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Jurupa Hills Middle school has over 130 students identified as higher achievers or qualifying for Gifted and Talented Education (GATE) through district testing. High achievers and GATE students are placed in designated classes to receive in-depth, accelerated, challenging instruction. Participating students are encouraged to maximize their potential, extending their talents towards higher levels of achievement and excellence.

Jurupa Hills Middle School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Off-track Intersession: students at the Far Below Basic and Below Basic levels on the district's assessment matrix are given first priority and encouraged to attend 40 hours of instruction over a two-week period (between trimesters). Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons in language arts and math.

- After-School Homework Club: sixty minutes of quiet time are available in a supportive environment for students who wish to complete homework assignments and/or receive assistance from certificated staff.

- Saturday Academy: students with excessive truancy are requested to attend three-hour program to make up missed class time. Two 90-minute blocks of time are allocated to language arts and math lessons focusing on basic skills enrichment.

- At Risk Intervention: specially-designed program for students who have an "F" or "D" on their report card. Sixty-minute sessions every other day focus on teaching and reteaching sixth grade standards, starting at the basic level and progressing to proficient.

- SMART KIDS After School Program - participating students are transported to Sequoia Middle School (free transportation) to receive homework help and participate in enrichment and cultural arts activities. The program targets low performing and latch-key students. Activities are designed to support educational, social and emotional needs of each child.

- Free Tutoring Services (Supplemental Education Services - students from income-qualifying families are eligible for free tutoring services. Parents should contact the principal for more information and an application. More than 100 of Jurupa Hills' students are taking advantage of tutoring services.

## Professional Staff

### Teacher Assignment

For the 2006-07 school year, Jurupa Hills Middle School had 26 teachers who met all credential requirements in accordance with state guidelines.

### Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning

- Developing as a professional educator Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, may be required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

### Counseling & Support Services Staff

Jurupa Hills Middle School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Intervention Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

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 Middle School's special education 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.

	Teacher Credentials & Assignments							
	Jurupa Hills				FUSD			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Total Teachers	28	29	27		1911	1823	1885	
Teachers with Full Credential	27	27	26		1771	1723	1802	
Teachers without Full Credential	1	2	1		140	100	83	
Teachers in Alternative Routes to Certification	2	0	1		168	91	72	
Pre-Internship	0	0	0		9	0	0	
Teachers with Emergency Permits	0	2	0		34	33	19	
Teachers with Waivers	0	0	0		2	0	1	
Teachers Teaching Outside Subject Area	3	0	0		60	34	33	
Teacher Misassignments - Total	2	3	4	0	73	392	270	102
Other Misassignments of Certificated Staff	0	0	0	0	15	13	0	35
Teacher Misassignments for English Learners	2	3	4	0	58	379	270	67
Teacher Vacancies	0	0	0	0	0	4	0	2

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2006-07	
Jurupa Hills	100.0	0.0
District Totals		
All Schools	100.0	0.0
High-Poverty Sch.	100.0	0.0
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels	
	2006-07	
	Jurupa Hills %	FUSD %
Doctorate	3.7	1.4
Master's Degree plus 30 or more semester hours	25.9	36.3
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	55.6	50.7
Bachelor's Degree	14.8	9.8
Less than a Bachelor's Degree	0.0	1.4

## Substitute Teachers

During the 2006-07 school year, the district had a pool of over 550 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes, Jurupa Hills Middle School has difficulty in obtaining qualified substitute teachers from the district's pool. In the event that a substitute teacher from the district's pool is not available, Jurupa Hills Middle School's teachers coordinate efforts to cover the absent teacher's class during their prep periods.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2006-07

	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.3
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH	1	0.1

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2005-06 salary comparison data was the most recent data available at the time this report was published.)

	Salary Comparison 2005-06	
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$37,926	\$38,937
Mid-Range Teacher Salary	\$63,814	\$61,080
Highest Teacher Salary	\$80,657	\$76,443
Average Principal Salaries:		
Elementary School	\$106,891	\$99,694
Middle School	\$102,033	\$103,687
High School	\$115,157	\$112,983
Superintendent Salary	\$199,168	\$195,054
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.0 %	40.1 %
Administrative Salaries	5.0 %	5.4 %

### Expenditures Per Student

For the 2005-06 school year, Fontana Unified School District spent an average of \$7,268 of total general funds to educate each student (based on 2005-06 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

### Current Expense of Education per Pupil 2005-06

Expenditures Per Pupil	Dollars Spent per Student				
	Jurupa Hills	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,059	\$7,516	67.3%	N/A	N/A
Restricted (Supplemental)	\$1,133	\$2,456	46.1%	N/A	N/A
Unrestricted (Basic)	\$3,927	\$5,060	77.6%	\$4,943	79.4%
Average Teacher Salary	\$52,360	\$60,310	86.8%	\$60,032	87.2%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received \$2,257 per ADA of categorical, special education, and support program funds for:

- 21st Century
- Class Size Reduction
- Comprehensive School Reform
- Early Intervention
- Dropout Prevention
- Gifted & Talented Education
- High Priority Schools
- Instructional Materials
- Parent Education
- Peer Assistance & Review
- Reading First
- School Improvement
- School Safety
- Smaller Learning Communities
- Special Education
- Staff Development
- State & Federal Preschool
- Supplemental Technology
- Tenth Grade Counseling
- Title I, III, & V
- Tobacco Use Prevention
- Career & Vocational Education