

## Fontana Unified School District

# Jurupa Hills Elementary School

## 2000-2001 Annual School Report Card



*To graduate all students prepared to succeed in a changing world.*

### Jurupa Hills Elementary School

10755 Oleander Avenue  
Fontana, CA 92337-7434  
(909) 357-5490  
FAX (909) 357-5499

Preschool - Fifth Grade  
Rhonda Morgan  
Principal

www.fontana.k12.ca.us

### Board of Education

Laura Abernathy-Mancha,  
Board President

D. Wayne Ruble, Ed.D., Board Clerk

Kathy Binks, Board Member

Gus Hawthorn, Board Member

Rick McClure, Board Member

### District Administration

Karen J. Harshman, Ed.D.  
Superintendent of Schools

Emmanuel J. D'Souza  
Associate Superintendent, Business

Francesca Mazzolini  
Associate Superintendent, Education

Patricia J. Peoples, Ed.D.  
Associate Superintendent, Human  
Resources

### A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

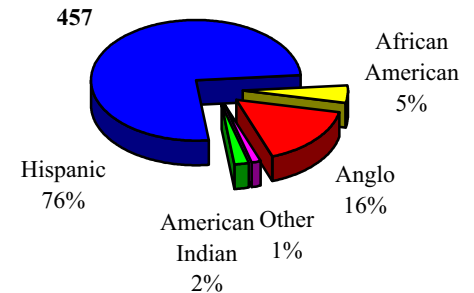
The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.  
Superintendent of Schools

### School Profile

In 2000-01, Jurupa Hills School was a single-track, year-round school serving 457 students in preschool through grade five. Jurupa Hills officially closed its doors as an elementary school at the end of the 2000-01 school year. Chaparral Elementary School, which is a new school in 2001-02, now serves the elementary students once enrolled at Jurupa Hills.

### 2000-01 Enrollment



### Discipline & Climate for Learning

Students at Jurupa Hills are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Jurupa Hills's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

### Attendance

Regular attendance at Jurupa Hills is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. Jurupa Hills

### Suspensions and Expulsions

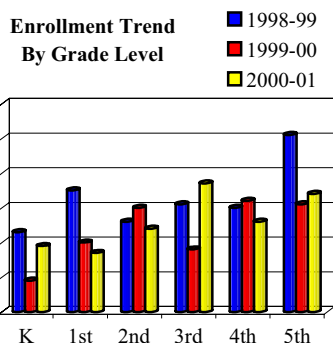
	Jurupa Hills			All Fontana Elementary Schools		
	99	00	01	99	00	01
Suspensions (#)	8	7	17	738	439	688
Suspensions (%)	1.6	1.6	3.7	4.1	2.4	3.6
Expulsions (#)	0	0	0	0	3	4
Expulsions (%)	0.0	0.0	0.0	0.00	0.02	0.02

has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

### School Attendance

Student enrollment over the past three years at Jurupa Hills has decreased by 7.9%. Schoolwide enrollment at the beginning of the 2000-01 school year was 457 students.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Jurupa Hills. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Jurupa Hills were 95.19% and 94.19%, respectively.



### Class Size

Jurupa Hills maintained a schoolwide average class size of 22 students and a pupil/teacher ratio of 18:1 for the 2000-01 school year. The pupil-to-teacher ratio varied by grade level taught.

Class Size Distribution									
Number of Classrooms by Size									
	Average Class Size			Classrooms containing					
	99	00	01	1-20 Students			21-32 Students		
	99	00	01	99	00	01	99	00	01
Kind.	19	20	15	2	2	4	1	-	-
1st	19	19	20	4	2	2	-	-	-
2nd	15	20	20	4	3	3	-	-	-
3rd	20	19	19	4	4	4	-	-	-
4th	30	30	29	-	-	-	2	2	2
5th	28	30	30	-	-	-	3	2	2
K-3rd	20	20	21	1	2	-	-	-	2
4th-5th	27	27	31	-	-	-	1	1	1

- No classrooms containing specified number of students

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

### Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Jurupa Hills either met or exceeded state requirements. Jurupa Hills provided instruction for kindergarten

through five in a self-contained classroom environment, where students received all instruction by a homeroom teacher. In 2000-01, Fontana Unified School District's curriculum focus was on language arts and mathematics, and students received ten hours of instruction

Instructional Minutes by Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,025
1st-3rd	50,400	53,401
4th-5th	54,000	54,811

in each of these areas per week. Students received instruction in science, social science, art, computer science, and physical education in the remaining time. Students in grades four and five received additional specialized instruction in the areas of lab science, music, and physical education by appropriately credentialed teachers.

### Minimum Days

For the 2000-01 school year, Jurupa Hills offered 180 days of instruction comprised of 142 regular days and 38 minimum days. Jurupa Hills utilized minimum days for staff development.

### Textbooks & Instructional Materials

Jurupa Hills sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as district standards.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During the 2000-01 school year Fontana Unified School District implemented Open Court Reading, published by SRA/McGraw-Hill, for kindergarten through third grades.

### School Facilities & Safety

Jurupa Hills provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1958, and include the library, computer lab, playground areas, and 32 classrooms, which are all up-to-date and provide adequate space for students and staff. Jurupa Hills recently completed remodeling as a part of the district modernization project. Sixteen classrooms, four bathrooms, and the school cafeteria were brought up to date and to meet government code.

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms, and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing and fixtures are in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Jurupa Hills. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

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 provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in Fall of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

### Counseling & Other Support Services

It is the goal of Jurupa Hills to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services at each school site. The school provides qualified personnel to provide support services. A psychologist is available to help students deal with problems and assist them to reach positive goals on an as-needed basis.

Counseling and Support Services Staff			
	Number of Staff		Availability Days Per Week
		FTE	
Health Aide	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.4	2
Speech/Language Specialist	1	0.5	5

*\*FTE = Full-Time Equivalent*

### Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Jurupa Hills works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- Healthy Start
- Child Protective Services
- DARE Program

### Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Jurupa Hills had 18 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	99	00	01
Fully Credentialed	25	21	18
Emergency Credentials	5	4	6
Waiver	3	2	2
<b>Total Teachers</b>	<b>34</b>	<b>28</b>	<b>27</b>
Working Outside Subject	0	0	0
Average Years Teaching	12.1	11.4	10.0
Average Years in District	9.7	10.3	9.1

Jurupa Hills supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their

personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 28 employees: 53.6 percent with 30+ additional units beyond their bachelor's degree and 32.1 percent holding advanced graduate degrees such as a masters or doctorate degree.

### Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum and instructional strategies. Staff at Jurupa Hills have the opportunity to participate in 3 staff development days on an annual basis.

### Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, students of the absent teacher are sent to other classrooms in the same grade level for instruction.

## Student Achievement & Testing

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

District Language Arts and Math Assessments were given to students in kindergarten through fifth grade. During the 2000-01 school year, Language Arts assessments were given three times, and Math assessments were given four times. These were curriculum embedded tests, developed by the district, which were written to align 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 pinpoint at-risk students. The district and school then utilized various intervention programs for students who were below grade level.

### Standardized State Testing

Jurupa Hills participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

SAT-9 Results 1999, 2000, 2001 % At or Above National Average												
All Students Grade	Reading											
	2			3			4			5		
Year Ending	99	00	01	99	00	01	99	00	01	99	00	01
Jurupa Hills	22	17	11	20	24	34	35	29	46	37	26	21
Fontana USD	24	24	29	21	24	24	21	23	26	22	21	24
California	44	49	51	41	44	46	41	45	47	42	44	45
All Students Grade	Math											
	2			3			4			5		
Year Ending	99	00	01	99	00	01	99	00	01	99	00	01
Jurupa Hills	24	38	33	27	24	41	38	36	55	24	28	35
Fontana USD	33	36	42	32	38	45	27	31	39	24	30	38
California	49	57	58	48	56	59	44	51	54	45	50	54

### Physical Fitness

In the spring of each year, Jurupa Hills is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

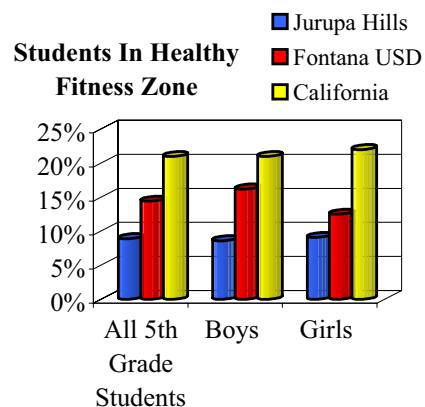
The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001				
All Students	English/Language Arts			
	2	3	4	5
Jurupa Hills	3	11	35	11
Fontana USD	13	12	14	11
California	22	30	33	28
Subgroups				
Gender				
Male	3	13	36	14
Female	3	8	33	9
Ethnicity	Data unavailable			
Language Fluency				
English Learners (EL)	0	17	21	0
Non EL	6	7	43	16
Migrant Education	Data unavailable			
Socioeconomic Status				
SED	4	12	35	9
Non SED	0	9	35	17

SED = Socioeconomically Disadvantaged

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile								
Gender	Reading				Math			
	2	3	4	5	2	3	4	5
Male	10	35	50	27	28	51	59	46
Female	12	31	42	17	37	28	52	27
Ethnicity								
Hispanic	13	30	39	13	32	41	47	28
Anglo	10	36	64	50	40	45	79	56
Language Fluency								
English Learner (EL)	7	33	24	0	25	53	40	24
Non EL	14	33	60	31	40	31	64	40
Socioeconomic Status								
SED	12	31	49	12	37	39	57	25
Non SED	8	36	39	46	23	41	50	58
Migrant Education	No Data Reported							

SED = Socioeconomically Disadvantaged.



## Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSA Act. Due to specific criteria, including API and SAT-9 results, Jurupa Hills qualified to participate in the 1999-00 and 2000-01 Governor's Performance Award programs which allocate up to \$150 per pupil for schoolwide use.

API School Results					
All Students	Base			Growth	
	1999	2000	Growth	1999	2000
Percent Tested	98	100	Percent Tested	100	0
API Score	509	535	API Growth Score	535	535
Growth Target	15	13	Actual Growth	26	0
Statewide Rank	3	2	Eligible for Awards	Yes	Yes
Similar Schools Rank	5	3	Eligible for II/USP	No	No
<b>Subgroups</b>					
Hispanic or Latino					
Base API Score	455	504	API Growth Score	504	504
Growth Target	12	10	Actual Growth	49	0
Anglo					
Base API Score	600	652	API Growth Score	652	652
Growth Target	12	10	Actual Growth	52	0
Socioeconomically Disadvantaged					
Base API Score	415	505	API Growth Score	505	505
Growth Target	12	10	Actual Growth	90	0
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>					

## Training & Curriculum Improvement

All training and curriculum development at Jurupa Hills revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Jurupa Hills's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

In 2000-01, Fontana Unified School District developed and adopted a standards-based report card. As all curriculum at elementary schools is aligned with the state standards, the standards-based report card gives parents a clear message about how their children are performing in relation to the state standards. The report card defines subject areas by curriculum and content standards. Numerical levels are used to indicate the child's level of performance in each standards area, in addition to an overall letter grade. Work habits and social skills are graded in a separate section.

In a focus on English and language arts curriculum, Fontana Unified School District utilized the Fast ForWord language development program in 2000-01 to help low performing students develop better reading skills. Fast ForWord, developed by the Scientific Learning Corporation, is a technology-based program for kindergarten through twelfth graders which rapidly builds oral language skills by retraining the brain to process information more quickly and effectively. In addition to Fast ForWord, Jurupa Hills offered intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- English Language Acquisition Program (ELAP)
- Off-track Intersessions in language arts and math

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Jurupa Hills teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences. During the 2000-01 school year topics for staff development were:

- Analysis and Application of current Test Results
- Aligned Lesson planning with standards and curriculum
- Brain Research and Application to Instructional strategies for Problem solving, comprehension, and writing
- Integration of Visual Performing Arts to learning styles and support relationship/research for increasing test scores

## Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and

special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Every school has a Special Education Review Team (SERT) which monitors the intake and exit of students in the program, and evaluates a student's overall progress through the program.

### Quality of Instruction & Leadership

Leadership at Jurupa Hills is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Overall administration of the school activities, teacher evaluations, and daily operations are only a few of the many responsibilities under taken by Jurupa Hills's principal. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

### Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). 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. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student* 1999-00		
Statewide Average		
Fontana USD	All Unified Districts	All Districts
\$5,542	\$5,758	\$5,705

*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, and support programs:

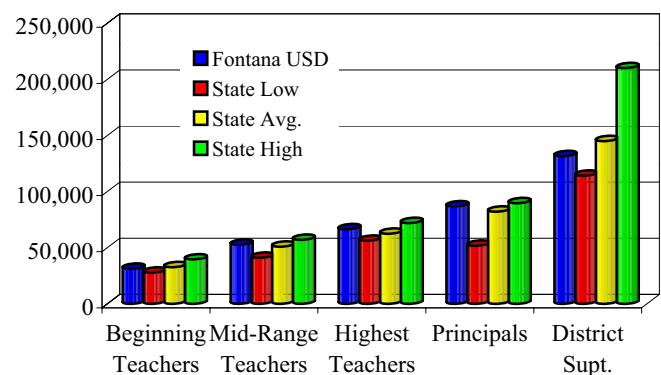
- Title I
- Joint Training Partnership Act
- Special Education

- Eisenhower Math and Science
- Drug/Alcohol/Tobacco
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Pupils
- Home to School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Demo Programs for Reading and Math
- Vocational Education, Handicapped Students
- Tenth Grade Counseling
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

### 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 more than 20,000 average daily attendance throughout the state.

**Average Salary Information  
Teachers - Principals - Superintendent  
1999-00**



**Percentage of Budget  
Teachers and Administrative Salaries  
1999-00**

