

FONTANA UNIFIED SCHOOL DISTRICT

JURUPA HILLS MIDDLE SCHOOL

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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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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 school facilities and instructional materials were acquired May 2006.

Principal's Message

I would like to take this opportunity of introducing 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, and awards assemblies provide opportunities for parents to support their child's interests and academic efforts. The School Site Council, English Language Advisory Council, Student Intervention Teams, and District 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.

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.

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 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 711 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.

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.

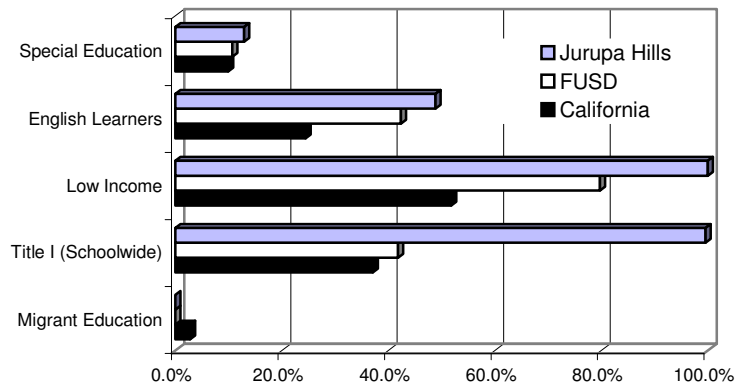
District Benchmark Assessments

During the 2004-05 school year, district language arts assessments and math assessments were administered three times a year. These were curriculum embedded tests, developed by the district, written and aligned with the 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. Fontana Unified School District and Jurupa Hills Middle School provided intervention programs for students who were identified through the matrix as performing below grade level standards.

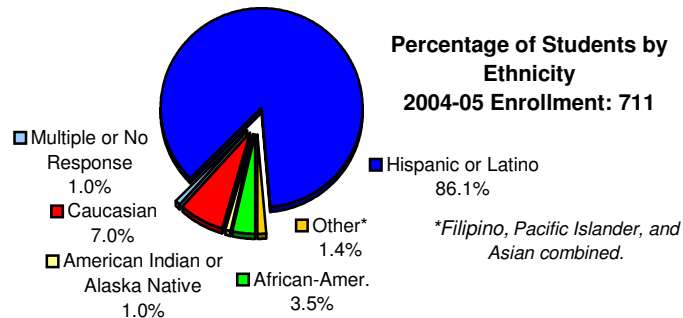
California English Language Development Test

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.

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



District-Administered Assessments

2002-03	
Reading	N/A
Math	26%
Writing	46%
2003-04	
Reading	17%
Math	24%
Writing	32%
2004-05	
Reading	26%
Math	25%
Writing	34%

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Jurupa Hills			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	32	34		29	29	27	43	43	41
Math	38	45		38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

California Standards Test Results

All Students

Percentage of Students Scoring at Proficient & Advanced Levels

	Jurupa Hills			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	21	23	24	18	20	25	35	36	40
Math	23	28	28	24	23	26	35	34	38
Science				11	9	11	27	25	27
History				15	16	18	28	29	32

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

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 Spanish Assessment of Basic Education/2 (SABE/2), 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 will be tested in reading, spelling, and mathematics. Therefore, the CAT/6 table in this report shows the percentage of students who scored at the 50th percentile or above during the 2003 and 2004 testing cycles. Additional details including grade level results 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 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2004-05

	Jurupa Hills					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	25	23	10	24	9	
Math	30	27	13	29	3	
Science						
History						

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2004-05

	Jurupa Hills						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	35	*	*		21		47
Math	35	*	*		25		51
Science							
History							

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

Academic Performance Index (API)

	API Base			API Growth		
	2002	2003	2004	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	95	99	95	99	100
API Base Score	594	652	692	650	675	680
Growth Target	10	7	5	56	23	-12
Statewide Rank	2	3	4	Yes	Unfunded	Unfunded
Similar Schools Rank	5	6	8	Eligible for II/USP	Unfunded	Unfunded

API Significant Subgroup Results

Hispanic or Latino						
	2002	2003	2004		2002 to 2003	2003 to 2004
API Base Score	585	639	684	API Growth Score	637	667
Growth Target	8	6	4	Actual Growth	52	28
Socioeconomically Disadvantaged						
API Base Score	577	630	680	API Growth Score	629	665
Growth Target	8	6	4	Actual Growth	52	35

- 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.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Jurupa Hills Middle School did not meet its 2005 AYP criteria for a second consecutive year and therefore continued as a Title I Program Improvement school during the 2004-05 school year. At the beginning of the 2005-06 school year, Jurupa Hills Middle School exited the Title I Schoolwide program and is therefore not required to comply program requirements.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website 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. Jurupa Hills Middle School discontinued participation in the federal Title I program at the beginning of the 2005-06 school year.

Overall School Results	Adequate Yearly Progress (AYP)					
	Jurupa Hills			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	No	No	No	No	No	No
Subgroup Results	Subgroup Results					
	Jurupa Hills			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	No	No	No	No	Yes	No
Special Education	N/A	N/A	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Jurupa Hills
Title I Targeted Assistance School	No
Title I Schoolwide School	No*
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

*As of 2005-06 school year.

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/.

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 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

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

students arrive by bus, the principal and assistant principal are stationed at the bus unloading areas to greet and supervise arriving students. During lunch, two noon aides, 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, the noon aide, 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, updated, and discussed with school staff in August 2005. 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. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit requests to the school secretary who prepares and forwards 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 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 Jurupa Hills Middle School on an annual basis 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 August 16, 2005. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection		
Most Recent Inspection: August 16, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	No	All Buildings: Fire extinguishers do not contain recent initialing on inspection cards
Electrical (Interior & Exterior)	No	Library: Electrical panels on north wall were open and unable to be locked. Stage: West phone and data cover plate partially broken off and electrical outlet contains sharp edges. Offices: Circuit breaker panel unlocked.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	Southeast Portable and Library: Drinking fountain low pressure.
Restrooms	No	Northeast Restroom: Middle stall latch tight and binds.
Sewer	Yes	
Playgrounds/School Grounds	No	North Fence: Top rail and bottom tension wire need repair. Northeast Corner Fence: Middle brace needs repair. East Fence: Barbed wire from neighbor too close to fence, top bracing needs repair and sprinkler head missing leaving 3 foot wide hole. East of Building 31: Hole under grate and under fence. Building 22, West Side: Missing external grate on west side. North Fence: Fence top rail/brace needs repair.
Other	N/A	

100% of restrooms fully operational during the 2004-05 school year.

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 2004-05 school year, Jurupa Hills Middle School did not receive or require deferred maintenance funds for campus upkeep.

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 principal's office. When administering consequences, the 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.

Suspensions & Expulsions

	Jurupa Hills		
	02-03	03-04	04-05
Suspensions (#)	135	73	290
Suspensions (%)	18.15%	10.98%	40.79%
Expulsions (#)	13	1	4
Expulsions (%)	1.75%	0.15%	0.56%

FUSD Middle Schools

	02-03	03-04	04-05
	Suspensions (#)	2459	2585
Suspensions (%)	26.23%	27.49%	27.70%
Expulsions (#)	115	69	85
Expulsions (%)	1.23%	0.73%	0.88%

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.

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 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.

Instructional Time

During the 2004-05 school year, all instructional time offered at Jurupa Hills Middle School exceeded state requirements. For the 2004-05 school year, Jurupa Hills Middle School offered 180 days of instruction comprised of 133 regular days and 47 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 2004-05 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 57,635 minutes of instruction for the 2004-05 school year for all grade levels.

Class Size & Teaching Load

Jurupa Hills Middle School maintained a schoolwide average class size of 31.7 students for the 2004-05 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

Subject	2002-03			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	29.2	6	23	20
Math	30.8	2	8	14
Science	30.8	2	7	15
Social Science	32.6		7	15

Subject	2003-04			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.4	7	19	16
Math	31.4	1	8	9
Science	33.4	1	1	16
Social Science	34.8		1	16

Subject	2004-05			
	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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Jurupa Hills Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results, data analysis, and teacher input. During the 2004-05 school year, Jurupa Hills Middle School held three staff development days that focused on:

- Marzano's Classroom Instruction that Works
- Summarizing and Notetaking
- Analyzing Data with Edusoft
- Rejuvenating Teachers (by Carrie Wallen)
- Homework and Practices

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.

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 Michael Cloke 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 administrator 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.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content 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 29, 2005, the Fontana Unified School District 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. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-

District Adopted Textbooks (Grade 6-8)		
Subject	Publisher	Year Adopted
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Math	Prentice Hall: <i>Pre-Algebra</i>	2001
Math	Prentice Hall: <i>Algebra I</i>	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided 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 2004-05 school year, Jurupa Hills Middle School had a total of 91 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 35 workstations and is used for whole class instruction for research and class assignments. Each teacher determines the method to integrated 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 enhancing classroom instruction.

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 two special education teachers 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 student's general education classroom or 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. Nine 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 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 30 minutes before school and 60 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 Academies: students with excessive truancy are requested to attend the 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: after-school program for students who have an "F" or "D" on their report card. Sixty-minute sessions focus on teaching and reteaching sixth grade standards, starting at the basic level and progressing to proficient.

- After-School Tutoring: teachers establish and publish tutoring schedules offering 60 minutes of intervention and guided reading instruction. Bus transportation is provided for participants. Teachers may incorporate Study Island (a web-based repository of educational video files that may be used for informational and research purposes) into tutoring sessions.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. 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.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured 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, are 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 Assignment

For the 2004-05 school year, Jurupa Hills Middle School had 27 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Jurupa Hills	95.9
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels

2004-05

	Jurupa Hills	FUSD
	%	%
Doctorate	3.6	1.3
Master's Degree plus 30 or more semester hours	32.1	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	50.0	48.6
Bachelor's Degree	14.3	14.3
Less than a Bachelor's Degree	0.0	0.7

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor	1	1.0
Psychologist	1	0.3
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.5
Adaptive PE Aide	1	0.5
LSH Therapist	1	0.1

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

Teacher Credentials & Assignments

	Jurupa Hills			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	29	25	28	1818	1780	1911
Teachers with Full Credential	25	23	27	1603	1635	1771
Teachers in Alternative Routes to Certification	4	1	2	120	63	168
Pre-Internship	0	0	0	129	47	9
Teachers with Emergency Permits	7	2	0	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	3	0	35	60
Teacher Misassignments - Total	N/A	**	2	N/A	**	73
Other Misassignments of Certificated Staff	N/A	2	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	70*	2	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table 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.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

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

Salary Comparison

2003-04

	State Average of Districts in Same Category	
	FUSD	
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil

2004-05

Total Expenditures	FUSD	Dollars Spent per Student	
		State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127