

Nueva Vista Continuation High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Nueva Vista Continuation High School
Street	6836 34th St.
City, State, Zip	Jurupa Valley, CA 92509-1301
Phone Number	951-360-2802
Principal	Jorge Galvan
Email Address	jorge_galvan@jUSD.k12.ca.us
School Website	https://jurupausd.org/schools/NuevaVistaContinuationHigh/Pages/Default.aspx
County-District-School (CDS) Code	33 67090 3334687

2021-22 District Contact Information

District Name	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Dr. Trenton Hansen
Email Address	JUSD.Superintendent@jUSD.k12.ca.us
District Website Address	https://jurupausd.org/

2021-22 School Overview

Nueva Vista High School is an integral part of the Jurupa Unified School District system of support for students. As the continuation high school in the district, many students select NVHS as an alternative program to the traditional comprehensive high school. The main focus at Nueva Vista is to provide students with a successful, positive learning experience with an emphasis on earning a high school diploma and graduating with a plan for future success. Nueva Vista High School offers a wonderful opportunity for students to achieve academic and social success with a focus on P.R.I.D.E. (Positive Attitude, Respect, Integrity, Dependability, and Effort Toward Graduation). The staff at NVHS strives to support the academic and social-emotional needs of our students and to equip them with skills that will grow their resiliency both at school and in the community.

The students of NVHS live primarily in the city of Jurupa Valley and come from one of three comprehensive high schools in the Jurupa Unified School District (Jurupa Valley HS, Rubidoux HS & Patriot HS). The average household income in Jurupa Valley is \$84,864 with a median income of \$70,642. This is below Riverside County's median income of \$73,260 and the state median of \$88,235. The median age of residents is 32 years of age, and the average household size is 4.21 people. The community consists of 70.41% Hispanic population. Education rates indicate that 29.17% of adult residents in Jurupa Valley do not have a high school diploma and 13.25% of residents 25 years of age and older have a bachelor's degree or higher.

NVHS is on a quarter system (4 quarters in the year) where students can earn 27.5 credits or more per quarter. With approximately 200-300 students each quarter, Nueva Vista High School provides a unique opportunity for students in the Jurupa School District to work in a small learning environment where they receive support, intervention, and the opportunity for credit recovery. The student population is presently composed of 92% Hispanic, 4% White, 2% African American and 2% other. NVHS provides support and dedicated staff for students who are on an IEP.

The small school learning environment ensures students receive targeted instructional support, intervention, and opportunity for credit recovery. The staff at Nueva Vista are qualified, experienced, and passionate and strive to provide an educational experience that is relevant and meaningful for students. The teacher to student ratio of 1:23 enables students to have individualized guidance in smaller classes where they receive frequent and personal counseling.

Students are able to pursue a program that best meets their learning needs with the option of a traditional 6 period school day, a half-day program, or through an independent learning program completing courses in a self-paced manner using online Odysseyware (O-ware) curriculum. Students can also enroll in JOLT Credit Recovery courses using O-ware, and can learn at an accelerated pace. An advisory course designed by the school assists students in developing goals, learning about

2021-22 School Overview

college/career opportunities, social and emotional learning, & academic support.

Mission Statement

Nueva Vista partners with the community to build bridges between students and their success while creating a safe and caring learning environment that provides the opportunity for accelerated credit recovery and promotes P.R.I.D.E.

We are passionate in our belief that all students can and will "Pass with P.R.I.D.E.". Our teachers and staff are constantly encouraging our students to demonstrate a Positive Attitude, Respect, Integrity, Dependability, and Effort Toward Graduation in class and on campus every day. Our goals for the students at Nueva Vista are to enjoy an enriching educational experience, to feel connected with staff members on campus, and to know that their success is important to us. Our teachers are committed to working with each student and outlining the supports needed for student success.

Vision Statement

Nueva Vista High School is to ensure that all stakeholders are dedicated to working collaboratively as a professional learning community to ensure that all students receive an education that reflects data-driven decisions, current curriculum, and research-based practices. The goal of Nueva Vista High School is to break down barriers between students and their success and to guide students in obtaining academic and social success.

NVHS also understands the importance of building relationships and developing connectivity to their campus. NVHS is committed to creating a triangular partnership of support between the students, staff and parents to create a model that will be the most successful for the student. We strive ourselves to be open and present for our students and we work to ensure that they are getting the support they need. We stress the importance of committing their time and effort into learning and gaining knowledge for the future. We offer a variety of opportunities throughout the year with the support of our ASB organization, for students to get involved and be part of the Aztec family. We provide "Fun Fridays" once a month that bring both staff and students together - to connect, socialize and build relationships. Students can engage in leadership, coordinate special school wide events, and participate in community-based service projects. We have a focused Career Center where students can gather important information on college and career opportunities to help guide them after they graduate. Lastly, we offer all students the opportunity to take courses in our two CTE programs (Distribution & Logistics pathway and our Cyber Security pathway).

Within our traditional learning model, Nueva Vista is a 5 period a day, quarter system model of instruction that builds, supports and provides the core classes students need toward obtaining a diploma. We have a traditional schedule that starts each day at 7:29 am and allows for students to attend 5 periods and an advisory on Mondays, Wednesdays, Thursdays and Fridays. We work with a minimum day schedule on Tuesdays to allow for teacher professional development time in the afternoon. Students work daily with teachers and support staff to work through courses and experience support and success. We believe that all students have potential to learn and if given the right support our students can make achievements, both academically and in life. Our staff philosophy is about supporting each student with personalized attention and dedicated direction for student success.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	6
Grade 12	187
Total Enrollment	193

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	0.5
Black or African American	1.6
Hispanic or Latino	93.3
Native Hawaiian or Pacific Islander	0.5
White	3.6
English Learners	35.2
Socioeconomically Disadvantaged	86.5
Students with Disabilities	11.9

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Year and month in which the data were collected

September 13, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives (Grades 9-11), Pearson Publishers (2017), Expository Reading and Writing Course (Grade 12), California State University (2012)	Yes	0
Mathematics	Mathematics for Business and Personal Finance, Glencoe Publishers (2016), Integrated Math I, Pearson Publishers (2014), Integrated Math II, Pearson Publishers (2014)	Yes	0
Science	Biology, McGraw-Hill Education (2020)	Yes	0
History-Social Science	Magruder's American Government, Prentice Hall Publishers (2006), American Anthem: Modern American History, Holt, Reinhart & Winston (2007), World History the Modern World, Prentice Hall (2007), Economics Concepts & Choices, McDougal Littell (2008)	Yes	0
Science Laboratory Equipment (grades 9-12)	Beakers (various sizes), Erlenmeyer Flasks (various sizes), Hot Plates, Test Tubes (various sizes), Test Tube Racks, drying Oven, Pipets, Funnels, Bunsen Burners, Burets/Buret Clamps, PH Paper, Electric Balances, Triple Beam Balance, Graduated Cylinder (various sizes), Tongs, Molecular Model Kits, Crucibles, Ring Stands, Iron Rings, Ring Stand Clamps, Evaporating Dishes, Safety Goggles, Goggle Sanitizer Cabinet, Broken Glass Box/Can, Acid Storage Cabinet, Flammable Liquid Cabinet, Utility Carts, Thermometers, Mortar & Pestle, Meter Sticks, Wire Gauze, Ceramic Triangle, Rubber Stoppers (various sizes), Spotwell Plates, forceps, Microscopes, Dissecting Trays, Dissecting Kits		0

School Facility Conditions and Planned Improvements

Our custodial staff, consisting of 1 daytime custodian and 1 evening custodian, perform basic cleaning operations in every classroom on a regular basis. The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair maintenance does an excellent job at maintaining the facilities. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

Safety is maintained through the coordination and efforts of several different agencies, including the local fire department, Keenan and Associates (Administrator of Workers' Compensation), Industrial Indemnity (Liability Insurance Carrier), the district safety committee, and our own school custodians.

Nueva Vista Continuation High School has 2 Activity Supervisors and 2 Campus Supervisors to support student safety. Nueva Vista Continuation High School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: Safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council by March.

Year and month of the most recent FIT report

10/11/2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 19 Air vent dirty Rm 22 Air vent dirty
Interior: Interior Surfaces	X			Rm 1 Modernized classroom 2021 Rm 19 Stain ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rm 9 Spider webs by front door
Electrical	X			Rm 22 Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	63	NT	NT	NT	NT
Female	28	NT	NT	NT	NT
Male	35	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	58	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	63	NT	NT	NT	NT
Female	28	NT	NT	NT	NT
Male	35	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	58	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Read 180 ELA, MDTP Math Student Groups	Read 180 ELA, MDTP Math Total Enrollment	Read 180 ELA, MDTP Math Number Tested	Read 180 ELA, MDTP Math Percent Tested	Read 180 ELA, MDTP Math Percent Not Tested	Read 180 ELA, MDTP Math Percent At or Above Grade Level
All Students	60	51	85	15	19.61
Female	26	20	76.92	23.08	20
Male	34	31	91.18	8.82	19.35
American Indian or Alaska Native	0	0	0	0	0

Asian	0	0	0	0	0
Black or African American	2	2	100	0	50
Filipino	0	0	0	0	0
Hispanic or Latino	56	48	85.71	14.29	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	2	1	50	50	0
English Learners	16	13	81.25	18.75	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	43	87.76	12.24	20.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	6	4	66.67	33.33	0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Read 180 ELA, MDTP Math Student Groups	Read 180 ELA, MDTP Math Total Enrollment	Read 180 ELA, MDTP Math Number Tested	Read 180 ELA, MDTP Math Percent Tested	Read 180 ELA, MDTP Math Percent Not Tested	Read 180 ELA, MDTP Math Percent At or Above Grade Level
All Students	62	54	87.1	12.9	11.11
Female	27	23	85.19	14.81	8.7
Male	35	31	88.57	11.43	12.9
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	2	2	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	58	51	87.93	12.07	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	2	1	50	50	0
English Learners	16	14	87.5	12.5	7.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	51	46	90.2	9.8	10.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	6	4	66.67	33.33	0

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	224	NT	NT	NT	NT
Female	79	NT	NT	NT	NT
Male	145	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	205	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	74	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Nueva Vista Continuation High School's 2020-2021 CTE program consisted of a single complete pathway/program of study in the Operations and Logistics field within the Transportation industry sector. Both pathway courses include career exploration, student leadership development, are aligned to the state standards both meet the district's vocational arts graduation requirement. One course in the pathway meets A-G requirements.

The CTE teacher and guidance staff at NVHS participate in CTE specific professional development each year.

NVHS's CTE program is aligned to the regional CTE training plan developed by the IEDRC Strong Workforce Program and are evaluated using both federal and state guidelines.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	94
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	90.16
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

We are working hard to increase parent involvement at Nueva Vista High School. NVHS has a School Site Council, which is composed of parents, students, teachers, a classified employee, and the principal. The council meets at least five times during the school year and makes decisions regarding school programs and functions. There are also a variety of other activities on campus for parent involvement including parent/teacher conferences, Back to School night, student recognition programs, open houses, and informal and formal graduation ceremonies. Parents of each student participate in an intake meeting prior to their student enrolling at Nueva Vista. We have established quarterly principal meetings with parents for any parent interested to come in to share. On our school's website there are links to various topics of interest to parents and students, including our link to the Career Center student spot and links to programs for support in the community. We work to place all important information on events and meetings on the NVHS website and keep that up to date for parents and students. We also have an ELAC committee for parents of our English Language Learners and welcome all parents to attend meetings and offer information on ways to support all students at NVHS.

We have worked to increase our social media presence with both an Instagram, Twitter and Facebook account, to showcase the great things happening at NVHS. This is an additional way for parents to see and receive information. We also have an open line of communication with email, text, mid-term progress reports and phone calls on a regular basis with parents to help create a triangle of support to give students the best opportunities to succeed. With the use of Q communications (Parent Square) and Peachjar, we are able to send out messages to our families in a quick and timely manner. Our office staff use Parent Square to increase the ability to share with parents about needs at the school and our teachers use Parent Square to keep parents informed regarding student progress, share information about their classes and to create an open line of communication. Our teachers and support staff have an open door policy and work to schedule meetings with parents in a prompt fashion, when requested. Parents are encouraged to create a Parent Connect account and are requested to contact the school regularly to stay informed of their child's progress in classes. We are working to continue to expand our communication and activities for parent involvement. For more information on how to become involved, parents can contact our main office, (951) 360-2802.

During distance learning, we have worked to create clear lines of communication and offer the tools necessary for both parents and students to be involved in our school community. Jurupa Unified School District purchased 3,000 hotspot devices to ensure that families have a strong internet connection. All teachers use a single Learning Management System (PowerSchool Learning) to have a single starting spot for students to gather information on their classes.

Jurupa Unified School District is also working hard to create opportunities and programs for parents to become involved and get resources to support students. JUSD offers several ways for parents to get involved including DELAC, DAC, GATE, and other committees. JUSD also has a strong community support organization with programs established throughout the district's Director of Parent Involvement and Community Outreach (PICO). All students are given information, support and direction as needed through the resources and programs that are extended to all JUSD families. Students and parents can receive clothes, food and other essential items. School staff can also refer families to PICO for behavioral health support, medical insurance support, and provide information about local medical clinics that partner with JUSD to support our community. This year PICO has also shared information with the community about COVID-19 vaccination testing and vaccination locations. Flyers are posted and new programs and partnerships are highlighted on our website.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	8.8	1.6	2.4	5.0	4.4	5.4	9.0	8.9	9.4
Graduation Rate	74.8	81.7	68.6	90.1	91.5	86.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	255	175	68.6
Female	98	72	73.5
Male	157	103	65.6
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	232	159	68.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	95	63	66.3
Foster Youth	--	--	--
Homeless	17	10	58.8
Socioeconomically Disadvantaged	243	166	68.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	27	18	66.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	351	332	186	56.0
Female	139	131	76	58.0
Male	212	201	110	54.7
American Indian or Alaska Native	2	1	1	100.0
Asian	1	1	1	100.0
Black or African American	9	7	6	85.7
Filipino	2	2	1	50.0
Hispanic or Latino	319	305	167	54.8
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	1	1	0	0.0
White	14	12	7	58.3
English Learners	112	108	52	48.1
Foster Youth	4	2	1	50.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	298	285	168	58.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	35	29	82.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.02	0.00	3.58	0.02	3.47	0.20
Expulsions	0.56	0.00	0.34	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.58	2.39	2.45
Expulsions	0.00	0.21	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Safety is a primary concern for Nueva Vista High School. Students and parents/guardians are given an overview of district rules, safety expectations and policies at registration and intake meetings. The campus prioritizes student safety and all staff make a concerted effort to ensure that all students feel comfortable on campus so they can concentrate on their education. Schoolwide emergency disaster drills are done at different times throughout the year. This ensures that all students are aware of the safety procedures in case of a fire, lockdown situations, or an earthquake. Evacuation routes are posted in all classrooms and are reviewed by teaching staff each year for student review. The safety plan is updated yearly and the campus is stocked with first aid kits and at least one school site representative is trained in first aid/CPR. We also have an AED on campus that is accessible to all staff, students and parents.

During the current pandemic, NVHS has reviewed our current needs and we are working to create a safe learning environment. Steps are taken to ensure that all COVID 19 guidelines are utilized. Face Masks are worn on campus by students and staff in all indoor classroom and office spaces. Daily cleaning and sanitizing is executed by our custodial staff at the end of the school day. Every classroom and office is also stocked with hand sanitizer. There are also concessions in place for when students and parents are on campus to remind them of wearing a mask while on campus.

Nueva Vista High School is inspected regularly for safety by various agencies including the fire department, Keenan & Associates (workers' compensation), Industrial Indemnity (insurance company), Jurupa Unified School District Safety Committee, Jurupa Unified School District Director of Risk Management, and the school custodian. Nueva Vista High School, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child-abuse reporting procedures; disaster-response procedures; suspension and expulsion policies (pursuant to Education Code Sections 48900, 48915, and 49079); the Jurupa Unified School District's Discipline Handbook and Sexual Harassment Policy; the school dress code; and procedures and rules for safety on the way to and from school, as well as during school hours. All of these components are discussed in our safety plan. Our school site safety team has reviewed the plan and made changes to reflect the changing needs of our staff and our school. Our safety plan has been reviewed and updated throughout the year and will be reviewed and approved by our School Site Council once again this school year. Our safety plan was approved by the School Site Council on February 23, 2021.

JUSD has also created a COVID 19 In-Person Instruction Safety Plan and that is available to all stakeholders. JUSD has also provided school sites guidance on how to handle situations when either students and staff are found to be either positive for COVID-19 or have come into close contact with other individuals that are COVID-19 positive. JUSD has also hired contact tracers that support JUSD schools and our district in handling the quarantine of students and employees and communicating with all stakeholders. JUSD has also provided COVID-19 testing locations at many school sites across our district for staff and students to get tested for COVID-19, especially for those staff members that are not fully vaccinated following Governor Newsome's order that all public school employees get vaccinated for COVID-19 or submit to weekly COVID-19 testing. Our district has also made available personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, thermometers, electrostatic sanitizing machines, portable hand sanitizer dispensers, masks, face shields, and gloves. Additional resources have been obtained to support the amount of COVID related signage needed at schools. JUSD continually monitors the COVID-19 statistics in Jurupa Valley and Riverside County. In the end we will rely on many factors including guidelines from health officials, laws, and regulations. The most important consideration will be the health and safety of our parents, students, staff and community.

We also work to review safe online practices and how to have an appropriate digital footprint. All students participate in Common Sense Digital Citizenship lessons through their advisory classes. These are given throughout the year, but are continued to be repeated throughout the year by teachers while students are using Chromebooks for learning. Custodians help maintain the cleanliness and orderliness of our campus. Our campus security guards and lunch time aides monitor students at break and lunch, working to ensure a safe campus. All staff enforce the JUSD dress code and give students clear expectations for classroom behavior. Nueva Vista also employs a full time School Resource Office (SRO) through the Riverside County Sheriff's department to support our campus and students on a daily basis. Ensuring a level of safety and support for all students and staff is one of the main objectives at NVHS.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	19	1	
Mathematics	12	15	1	
Science	7	11		
Social Science	12	16		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	23		
Mathematics	8	22		
Science	6	13		
Social Science	7	27	1	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	22		
Mathematics	8	16		
Science	7	14		
Social Science	9	24		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	160.8

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	202503.42	4070.91	16432.51	90531.22
District	N/A	N/A	9044.52	\$92,546
Percent Difference - School Site and District	N/A	N/A	58.0	-2.2
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	64.2	4.7

2020-21 Types of Services Funded

School Site Council works to ensure that the goals outlined in the SPSA are aligned to the critical needs identified through the WASC Focus on Learning Process. The SPSA serves as our progress report for the preceding year and outlines the plan that guides our work and prioritizes staff development resources for the upcoming year. In preparing and overseeing the implementation of the School Plan, the WASC report, and all accountability documents for the school, the Leadership Team and School Site Council, in collaboration with the principal consult with and receive information from various school bodies: committees, departments, data teams, coordinators, students, parents, and support staff. Finally, a budget is created and presented to District Cabinet members to address the budgetary needs to support the identified action plan. Funds were spent on general education and special education, as well as state and federally funded special projects. Our budget either directly supports and/or indirectly supports student learning and overall academic and behavioral success with a focus on closing the achievement gap. In addition to State and local revenues received for general education, Nueva Vista High School also received special State and Federal funds for programs including: Title 1, Title III, Local Control Funding Formula (LCFF), Perkins, CTEIG, Career Technical Education & Comprehensive Support and Improvement (CSI). Recommendations and/or approvals regarding spending are made via the School Site Council.

Nueva Vista High School receives funding from the Jurupa Unified School District for textbooks and classroom materials. There is a library on campus with a media clerk to assist students and staff. Two full-time Resource Specialist Program (RSP) teachers are available to support our students on IEPs. A part-time health clerk aide is assigned to the school. Psychologists

2020-21 Types of Services Funded

and Speech/Language/Hearing Specialists provide services when needed. There is a College and Career Center on campus with a full-time clerk to assist students explore and access post-secondary education opportunities. We hired two resident subs, one with specific content support for ELA and one for math. These subs work with teachers and departments to develop tutoring and support interventions for students. This was to support our desire to increase tutoring, during the school day and before and after school, and support the needs of the classrooms. We have a full-time guidance coordinator to support students with their graduation plans and for scheduling. We have a full-time school mental health counselor to support the social-emotional needs of students and we have recently hired a Behavior Health Peer Specialist to provide information, support, assistance and advocacy to students, families and caregivers that are in need of behavioral or mental health services.

Our goal with all funding is to continue to grow and create an alternative program within the district that is supporting JUSD students in meeting graduation requirements, creating a safe and orderly campus, and supporting the behavior and mental health of students who may not fit in the comprehensive setting. NVHS operates with district support and an approved LCAP, to support funding for student programs and services. With that in mind, our outlined LCAP and school site plan goals align with these eight LCAP priorities needed for student success. Our main objective is to get students to feel comfortable, safe and prepared to learn on a daily basis. In order to stay in line with the needs of the community and our students, we have outlined both our LCAP and School Site plan to be driven by the following goals:

Goal 1: Preparing all students to be college and career ready.

Goal 2: Create an inviting, safe, orderly and engaging learning environment for all students.

Goal 3: Develop and sustain the trust and involvement of all parents in the learning and success of their students.

We work to ensure that all students and staff can benefit from the services funded by our general budget and district LCAP. We work to support teachers in the classroom with technology tools, software, support systems, supplemental support materials, and other resources. The district and the NVHS campus have been diligent in evaluating teacher and student needs and doing its best to provide adequate resources. The JUSD technology department has an ongoing schedule of updates to provide optimum bandwidth especially with the advent of one-to-one Chromebooks. All classrooms are equipped with a teacher computer, LCD projector, document camera, and Wi-Fi to ensure that there are the necessary tools to support well-rounded, technology driven instruction in the classrooms. Most classrooms have also been outfitted with Smart boards.

Our campus has also utilized funds through the Comprehensive Support and Improvement [CSI] funding, to assist and create support due to the site's need to increase our academic achievement in ELA student achievement, math student achievement, suspension rate, graduation rate and college and career readiness. Throughout the 2019-20 school year, we developed ideas and plans to create more interactive and engaging classrooms. Our CSI team began to review the needs of students and campus. However, with the shut down of campus in March of 2020, our focus was moved to creating inclusive and structured virtual learning with adequate support for students in a virtual and hybrid learning environment. In the 2021-22 school year now that we are back to in-person instruction, the focus of our CSI funding is on professional development for school staff designed to build a restorative culture rooted in self, healing & relational literacy. This work is being executed through a partnership with The Core Collaborative group. The goal of this work is to create a school culture with systems of support that will ultimately support the improvement of areas where we saw decline in progress in the CA dashboard in 2019 as well as to support our SPSA goals.

The principal has a clearly defined role to ensure effective use of staff resources to support the needs of all students. As our site is small, the principal works directly with all teachers, the Guidance Coordinator, support and clerical staff, and outreach specialists to evaluate and make decisions regarding resources and needs. Staff members make requests for funds based on identified student needs and those are taken into consideration by administration and district officials to determine need. Needs of campus are reviewed regularly to determine ongoing funding and allocation of resources for each year. In order to support all student needs, we operate with some general funds, a strong and clearly outlined LCAP with the three goal areas listed above as the driving force behind decisions and with the coming school years in the future. With all of these funding sources, our main goal is to focus on the needs of our students and to create, develop and utilize programs to support the academic, social, and emotional needs of all NVHS students.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,330	\$52,562
Mid-Range Teacher Salary	\$83,375	\$83,575
Highest Teacher Salary	\$111,840	\$104,166
Average Principal Salary (Elementary)	\$130,667	\$131,875
Average Principal Salary (Middle)	\$136,991	\$137,852
Average Principal Salary (High)	\$153,133	\$150,626
Superintendent Salary	\$280,069	\$260,243
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

The Jurupa Unified School district is committed to providing high-quality, research-based professional development to all of its teachers, responding to requirements set by CDE.

In the 2020-2021 school year during distance learning, JUSD offered and created more opportunities to add support to the students and staff at NVHS to create engaging digital learning experiences while students were receiving their education via distance learning. The JUSD Educational Technology Department expanded its professional development offerings with two teachers on assignment providing services to help teachers, support staff, and administrators engage students in high quality learning experiences both in a synchronous and asynchronous distance model. This professional development included live virtual training on a variety of digital tools including Zoom, Google Meets, PowerSchool, Seesaw, Google Classroom, Google Suite, Microsoft Teams, Edpuzzle, and Peardeck. In addition to these weekly offerings, the district held two “Quarantine Jam” virtual PD programs before the start of school. These programs featured sessions on additional topics for digital learning that were led by teachers and administrators. District Curriculum Teachers on Assignment provided on-going instructional support to teachers. Literacy support teachers (intervention teachers) at each site received ongoing professional development on supporting literacy through distance learning. Monthly meetings focused on small group instruction and the use of data from i-Station and other site assessments to inform small group instruction as well as EL support. Literacy support teachers were also trained to support Seesaw and Raz Plus site questions. Teachers at the secondary level also received professional development on BASE, the online SEL curriculum.

In 2021-22 with students now attending school in-person once again a great deal of emphasis has been the re-acclimating of our students to in-person instruction. In order to help foster the most supportive school climate possible for our return to in-person instruction, both certificated and classified staff will engage in professional development led by the Core Collaborative Group on building a restorative culture rooted in self, healing and relational literacy. NVHS will be participating in a professional development pathway sequence that is a comprehensive and integrated approach offering a deep understanding of the shared roots between cultural competency, trauma informed care and restorative resiliency practices for an alternative setting. The collaborative and inclusive approach is designed to intentionally ensure that all voices are represented and includes all members of the community: leadership, staff, families, students and community members. This professional development will also support NVHS SPSA goals and support NVHS in improving dashboard metrics that resulted in NVHS being classified as a Comprehensive Support and Improvement (CSI) school.

JUSD continues to provide online professional learning through a partnership with Alludo Learning. The Alludo system includes both Alludo content and JUSD generated content from education services as well as our Technology Department. There are five levels of professional development with content ranging from Pedagogy, Digital citizenship, Classroom Tools, ELD, Wellness (including Socioemotional learning (SEL), and more. Through this opportunity, staff can acquire digital badges to reflect the modules that they have completed, as well as earn a stipend based on the number of points completed. Alludo allows employees choice in their professional development while directly supporting the skills and planning necessary for quality distance learning. Being asynchronous, Alludo allows staff to complete this training at times that are convenient for them and keeps teachers in their classes to work with their students.

Our staff also continues to have ongoing, dedicated time on Tuesdays to meet as departments and as data teams to discuss students and learning needs. Administration distributes relevant research studies, articles, and ideas for staff discussion as pertains to our school model and the needs of students. Staff also share both quantitative and qualitative data and discuss student needs in department, data team meetings and through informal support conversations. In addition, all faculty regularly review site data to figure out where gaps in student knowledge exist. Teachers discuss best practices to enhance and supplement support to meet student needs. Staff regularly review curriculum and modify and create assignments to support the learning of all students. Technology is used and we work to keep our staff up to date with training and information on new programs to support the ongoing growth of technology in the classroom. Staff are supported through release time for planning (when needed), data team meetings and department meetings, and review of data at staff meetings. This helps to outline student needs and helps to support the practices being utilized to help learning.

The 2021-22 planned professional development days include 82 partial days and 17 full days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	25	30	99

Jurupa Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Dr. Trenton Hansen
Email Address	JUSD.Superintendent@jUSD.k12.ca.us
District Website Address	https://jurupausd.org/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10092	63	0.62	99.38	9.68
Female	4954	21	0.42	99.58	9.52
Male	5138	42	0.82	99.18	9.76
American Indian or Alaska Native	12	0	--	100.00	--
Asian	144	0	0.00	100.00	--
Black or African American	200	5	2.50	97.50	--
Filipino	52	0	0.00	100.00	--
Hispanic or Latino	8723	53	0.61	99.39	9.62
Native Hawaiian or Pacific Islander	24	0	0.00	100.00	--
Two or More Races	202	0	0.00	100.00	--
White	735	5	0.68	99.32	--
English Learners	2663	25	0.94	99.06	8.00
Foster Youth	62	1	1.61	98.39	--
Homeless	126	0	0.00	100.00	--
Military	36	0	0.00	100.00	--
Socioeconomically Disadvantaged	7838	46	0.59	99.41	8.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1348	58	4.30	95.70	5.17

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10093	60	0.59	99.41	1.67
Female	4955	21	0.42	99.58	0.00
Male	5138	39	0.76	99.24	2.56
American Indian or Alaska Native	12	0	--	100.00	--
Asian	144	0	0.00	100.00	--
Black or African American	200	5	2.50	97.50	--
Filipino	52	0	0.00	100.00	--
Hispanic or Latino	8724	51	0.58	99.42	1.96
Native Hawaiian or Pacific Islander	24	0	0.00	100.00	--
Two or More Races	202	0	0.00	100.00	--
White	735	4	0.54		--
English Learners	2663	24	0.90	99.10	0.00
Foster Youth	62	1	1.61	98.39	--
Homeless	126	0	0.00	100.00	--
Military	36	0	0.00	100.00	--
Socioeconomically Disadvantaged	7838	44	0.56	99.44	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1348	56	4.15	95.85	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	10119	8707	86.05	13.95	31.91
Female	4966	4315	86.89	13.11	33.42
Male	5151	4391	85.25	14.75	30.4
American Indian or Alaska Native	12	11	91.67	8.33	45.45
Asian	147	137	93.2	6.8	52.55
Black or African American	204	164	80.39	19.61	31.71
Filipino	52	51	98.08	1.92	62.75
Hispanic or Latino	8744	7509	85.88	14.12	29.82

Native Hawaiian or Pacific Islander	23	22	95.65	4.35	59.09
Two or More Races	81	71	87.65	12.35	54.93
White	744	641	86.16	13.84	45.71
English Learners	2793	2285	81.81	18.19	6.65
Foster Youth		46	76.67	23.33	28.26
Homeless	71	54	76.06	23.94	22.22
Military	27	25	92.59	7.41	40
Socioeconomically Disadvantaged	7877	6763	85.86	14.14	28.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1392	1095	78.66	21.34	10.14

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	10112	8802	87.05	12.95	22.39
Female	4963	4351	87.67	12.33	23.81
Male	5147	4450	86.46	13.54	21.01
American Indian or Alaska Native	12	11	91.67	8.33	18.18
Asian	147	139	94.56	5.44	40.29
Black or African American	202	169	83.66	16.34	18.93
Filipino	52	51	98.08	1.92	49.02
Hispanic or Latino	8739	7587	86.82	13.18	21.41
Native Hawaiian or Pacific Islander	23	21	91.3	8.7	23.81
Two or More Races	81	73	90.12	9.88	27.4
White	744	652	87.63	12.37	29.14
English Learners	2791	2310	82.77	17.23	6.8
Foster Youth		46	77.97	22.03	10.87
Homeless	71	53	74.65	25.35	7.55
Military	27	26	96.3	3.7	26.92
Socioeconomically Disadvantaged	7870	6833	86.82	13.18	20.2
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1392	1101	79.09	20.91	5.36

*At or above the grade-level standard in the context of the local assessment administered.