

# Jurupa Valley 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/](http://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/fg/aa/lc/](http://www.cde.ca.gov/fg/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/](http://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/](http://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

<b>School Name</b>	Jurupa Valley High School
<b>Street</b>	10551 Bellegrave Avenue
<b>City, State, Zip</b>	Jurupa Valley, CA 91752-1800
<b>Phone Number</b>	951-360-2600
<b>Principal</b>	Dr. Shelley L. Morris
<b>Email Address</b>	shelley_morris@jUSD.k12.ca.us
<b>School Website</b>	<a href="https://jurupausd.org/schools/JurupaValleyHighSchool/Pages/Default.aspx">https://jurupausd.org/schools/JurupaValleyHighSchool/Pages/Default.aspx</a>
<b>County-District-School (CDS) Code</b>	33 67090 3330412

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Jurupa Valley High School (JVHS) was established in 1989 in Jurupa Unified School District of Jurupa Valley, CA. This semi-rural area in Riverside County became a city in 2011. With a population of 111,953 covering nearly 44 square miles, the city has become increasingly residential due to expanded growth and development over the last several years. Jurupa Valley High School is located on the western edge of the city near the junction of the 15 and 60 freeways. Jurupa Valley High School, with approximately 1,700 students, is one of three comprehensive high schools in the district. Jurupa Unified School District has three additional secondary schools that provide alternative learning settings from online classes to continuation and adult learning.

The students of JVHS live primarily in Jurupa Valley, specifically within the communities of Pedley, old Mira Loma, and Sky Country, which represents largely lower middle-class, working class backgrounds. The average household income 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 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. The median house value is \$363,000, however the average home sale price in 2020 rose significantly to \$540,000.

The community has experienced growth and expansion over the last three years with the addition of many new housing developments in the immediate vicinity of the school along the major thoroughfares that encompass the school boundaries. As a result, the community has experienced a yearly average growth rate of 1.10% with the largest increases in 2017 and 2018 (2.44% and 2.21%, respectively). This increase has led to increased diversity in the community, as well as an increase in community businesses. Community businesses are an integral part of Jurupa Valley High School. The school offers various opportunities for local businesses to support the school through fundraising events and offering student incentives. Local civic groups often request performances from our choir and band at their events, and our ASB, NHS, student clubs, Skills USA, AVID volunteers, and FFA students often help at local community events.

Jurupa Valley High School offers various opportunities for parental involvement including, but not limited to: School Site Council (SSC), Parent Institute of Quality Education (PIQE), English Language Advisory Committee (ELAC), CTE Advisory Committee, Agriculture Department Advisory Committee, Student Success Team Meetings, athletic booster clubs, volunteering, and other extracurricular parent booster groups. Additionally, the College and Career Center offers parent/student nights to assist with

## 2021-22 School Overview

college readiness, applications, and FAFSA completion. Parents also have the opportunity to engage with school staff at 'Coffee with the Principal' or 'Coffee with the Counselors'. English/ELD evening classes are also offered to our parents in partnership with JUSD Adult Education.

Jurupa Valley High School was re-designated as a Title I school in 2017. For the 2020-2021 school year, the school reports 74.2% of the students with free and reduced lunch. This statistic remains relatively stable as compared to 70.1% in 2019-20, 71.6% in 2018-2019, and 73% in 2017-2018. The representation of the student population at JVHS has experienced some slight shifts over the last three years mostly due to the 2018 opening of an additional feeder school, Del Sol Academy, which is a K-8 STEAM school. As one of Jurupa Valley High School's two feeder schools, this addition has led to a steady increase in the population at JVHS which we have continued to experience into the 2021-2022 school year. The current enrollment for the 2021-2022 school year is 1,755 students, which reflects a slight increase in enrollment from the previous year. The population at JVHS continues to be predominantly Hispanic or Latinx students which currently stands at 90% of the student body, followed by White, not Hispanic at 6.2%, African American at 1.3%, and all other subgroups at <1%.

Jurupa Valley High School provides a variety of academic programs including Advanced Placement, AVID, and CTE pathways.

For the 2021-2022 academic year, the following Advanced Placement courses are offered: Statistics, European History, US History, US Government and Politics, English Language and Composition, English Literature and Composition, Spanish Language, Biology, Physics, and Environmental Science. Honors courses are offered in English 9, English 10, Biology, Math II, and Math III. Additionally, students may earn both high school and college credits by enrolling in Dual Enrollment (weighted) courses offered through the Riverside Community College District.

Jurupa Valley High School offers seven Career Technical Education pathways including: Building Trades and Construction (BITA), Transportation (Auto Technology), Agriculture Science and Natural Resources, Information Technology (Geographical Imaging Systems), Engineering and Design, Manufacturing and Product Development, and Arts, Media, and Entertainment. Additionally, the AVID program supports each pathway and all courses of study.

Marking System, Grade Point Average, and Class Rank:

Semester grades of A, B, C, and D earn 5 credits each. Semester grades of F earn no credits. For the computing of grade point average, A= 4 points, B=3 points, C=2 points, D=1 point. Honors and Advanced Placement courses are weighted for the grade point average with A=5 points, B=4 points, C=3 points. D is not a weighted grade.

Rank in class is calculated at the end of semesters with the last ranking calculated at the end of the seventh semester of high school. All grades earned are used in the computation of the grade point average. Teachers collaborate on a weekly basis and discuss student achievement and effective instructional strategies. Student progress is monitored closely by teachers, academic counselors, Curricular Impact Teams, common benchmark exams, and site Units of Study assessments. Results from these assessments guide instruction and student placement in the appropriate course of study.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	450
Grade 10	440
Grade 11	424
Grade 12	413
<b>Total Enrollment</b>	<b>1,727</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	0.5
Black or African American	1.3
Filipino	0.2
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	6.2
English Learners	20.7
Foster Youth	0.5
Homeless	0.3
Socioeconomically Disadvantaged	79.1
Students with Disabilities	14

### 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>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	61.8	82.6	801.3	92.2	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	2.4	3.3	3.8	0.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.7	0.9	4.1	0.5	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.5	3.4	21.3	2.5	12115.8	4.4
<b>Unknown</b>	7.3	9.8	38.8	4.5	18854.3	6.9
<b>Total Teaching Positions</b>	74.9	100.0	869.5	100.0	274759.1	100.0

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.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.7
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.7

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.5
<b>Local Assignment Options</b>	2.0
<b>Total Out-of-Field Teachers</b>	2.5

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.0

## 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
<b>Reading/Language Arts</b>	My Perspectives (Grades 9-11), Pearson Publishers (2017), Edge (Grades 9-12), Cengage Publishers (2014), Expository Reading and Writing Course (Grade 12), California State University (2012), Patterns for College Writing (AP Language), Bedford Freeman and Worth Publishers (2015), Language of Composition (AP Language), Bedford Freeman and Worth Publishers (2013), Literature: An Introduction to Fiction, Poetry, Drama and Writing (AP Literature), Pearson Publishers (2016), READ 180 Stage C (Grade 9), Houghton Mifflin Harcourt Publishers (2017)	Yes	0
<b>Mathematics</b>	Mathematics for Business and Personal Finance, Glencoe Publishers (2016), Integrated Math I, Pearson Publishers (2014), Integrated Math II, Pearson Publishers (2014), Integrated Math III, Pearson Publishers (2014), Mathematics Reasoning with Connections, California State University (Grade 12) MRWC Print Shop (2018), Pre-Calculus, Houghton Mifflin Publishers (1997), Calculus (AP), Pearson Publishers (2018), Statistics (AP), Prentice Hall Publishers (2015)	Yes	0
<b>Science</b>	Chemistry, Holt, Rinehart, Winston Publishers (2007), Chemistry, Cengage Learning Publishers (AP Chemistry) (2014), Biology, McGraw-Hill Education (2020), Biology, Glencoe Publishers (AP Biology) (2017), Physics, Holt, Rinehart, Winston Publishers (2007), College Physics a Strategic Approach, Pearson (AP Physics) (2015), Earth Science, Holt, Rinehart, Winston Publishers (2007), Environment, The Science Behind the Stories, Pearson Publishers (AP Environmental Science) (2018)	Yes	0
<b>History-Social Science</b>	Magruder's American Government, Prentice Hall Publishers (2006), American Democracy Now, Glencoe Publishers (AP Government) (2017), American Anthem: Modern American History, Holt, Reinhart & Winston (2007), Western	Yes	0



	Civilization, Cengage Learning Publishers (AP European History) (2016), World History the Modern World, Prentice Hall (2007), World Geography Today, Holt Publishers (2003), American History: Connecting with the Past, 15th Edition McGraw Hill Education Publishers (AP US History) (2015), Economics Concepts & Choices, McDougal Littell (2008)		
<b>Foreign Language</b>	Signing Naturally, (Units 1-6) (American Sign Language), DawnSignPress Publishers (2008), Signing Naturally, (Units 7-12) (American Sign Language), DawnSignPress Publishers (2014), Signing Naturally, Lev 2 (Units 13-17) (American Sign Language), DawnSignPress Publishers (1989), Signing Naturally, Lev 3 (American Sign Language), DawnSignPress Publishers (2001), En Espanol I, II, III, McDougal, Littell & Co. Publishers (2002), En Espanol Uno SE, McDougal, Littell & Co. Publishers (2000,2004), En Espanol Dos SE, McDougal, Littell & Co. Publishers (2000,2004), En Espanol Tres SE, McDougal, Littell & Co. Publishers (2004), Nuevas Vistas Curso de Introduccion, Holt, Rinehart and Winston Publishers (2006), Nuevas Vistas Uno, Holt, Rinehart and Winston Publishers (2003), Nuevas Vistas Dos, Holt, Rinehart and Winston Publishers (2003), Allez, Viens! Level I, II, III, Holt, Rinehart and Winston Publishers (2003), APprenons (AP French), Wayside Publishing (2015), Teras (AP Spanish 4), Vista Higher Learning Publishers (2014), Azulejo 2E (AP Spanish 5), Wayside Publishing (2012)	Yes	0
<b>Health</b>	Health Skills for Wellness, Prentice Hall Publishers (2001)	Yes	0
<b>Science Laboratory Equipment</b> (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 2 daytime custodians, 1 mid-day custodian, and 7 evening custodians, 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.

Jurupa Valley High School has 7 Campus Supervisors to support student safety. Jurupa Valley 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

10/25/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Health dirty exhaust vent Classroom H3 Dirty exhaust vent
<b>Interior:</b> Interior Surfaces		X		Gym Damaged flooring
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Classroom A27 Broken wall plate Classroom A38 Broken/missing wall plates Classroom E1 1 light bulb out (low impact) Classroom B7 1 light fixture out (low impact) Classroom B2 1 light fixture out (low impact) Classroom H3 Wall plate missing Classroom G4 Wall plate missing Classroom C4 1 light fixture out (low impact) Classroom D11 Floor outlet missing cover
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys RR Damaged partition Girls RR Dirty exhaust vent
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Classroom H1 Undercharged extinguisher
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	409	NT	NT	NT	NT
<b>Female</b>	204	NT	NT	NT	NT
<b>Male</b>	205	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	369	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	23	NT	NT	NT	NT
<b>English Learners</b>	86	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	319	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	77	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	409	NT	NT	NT	NT
Female	204	NT	NT	NT	NT
Male	205	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	0	0	0	0	0
Hispanic or Latino	369	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	86	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	319	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	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	412	301	73.06	26.94	44.19
Female	205	159	77.56	22.44	49.69
Male	207	142	68.6	31.4	38.03
American Indian or Alaska Native	0	0	0	0	0

<b>Asian</b>	4	2	50	50	50
<b>Black or African American</b>	5	1	20	80	100
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	371	273	73.58	26.42	43.22
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	2	1	50	50	100
<b>White</b>	23	19	82.61	17.39	52.63
<b>English Learners</b>	88	46	52.27	47.73	4.35
<b>Foster Youth</b>	3	2	66.67	33.33	0
<b>Homeless</b>	4	3	75	25	0
<b>Military</b>	4	3	75	25	33.33
<b>Socioeconomically Disadvantaged</b>	323	238	73.68	26.32	44.12
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	77	51	66.23	33.77	7.84

\*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.

<b>Read 180 ELA, MDTP Math Student Groups</b>	<b>Read 180 ELA, MDTP Math Total Enrollment</b>	<b>Read 180 ELA, MDTP Math Number Tested</b>	<b>Read 180 ELA, MDTP Math Percent Tested</b>	<b>Read 180 ELA, MDTP Math Percent Not Tested</b>	<b>Read 180 ELA, MDTP Math Percent At or Above Grade Level</b>
<b>All Students</b>	410	315	76.83	23.17	40.32
<b>Female</b>	205	167	81.46	18.54	43.71
<b>Male</b>	205	148	72.2	27.8	36.49
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	4	2	50	50	0
<b>Black or African American</b>	4	3	75	25	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	370	284	76.76	23.24	41.55
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	2	2	100	0	50
<b>White</b>	23	19	82.61	17.39	31.58
<b>English Learners</b>	87	47	54.02	45.98	14.89
<b>Foster Youth</b>	3	3	100	0	0
<b>Homeless</b>	4	3	75	25	33.33
<b>Military</b>	4	4	100	0	25

<b>Socioeconomically Disadvantaged</b>	321	244	76.01	23.99	38.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	77	51	66.23	33.77	7.84

\*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
<b>Science</b> (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
<b>All Students</b>	779	NT	NT	NT	NT
<b>Female</b>	405	NT	NT	NT	NT
<b>Male</b>	374	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	698	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	14	NT	NT	NT	NT
<b>White</b>	52	NT	NT	NT	NT
<b>English Learners</b>	135	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	611	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	119	NT	NT	NT	NT



## 2020-21 Career Technical Education Programs

Jurupa Valley High School's 2020-2021 CTE program included seven complete pathways/programs of study in Agriculture & Natural Resources; Arts, Media & Entertainment; Residential & Commercial Construction; Engineering & Architecture; Information & Communication Technology; Manufacturing & Product Development; and Transportation.

All CTE courses include career exploration, student leadership development, are aligned to the state standards and all meet the district's vocational arts graduation requirement. All pathways except Transportation have at least one A- G course and three pathways include articulated college credit.

JVHS partnered with Norco College to include CTE classes as part of Dual Enrollment. Counselors and CTE teachers participate in professional development on CTE topics each year.

CTE programs are 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	942
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25

## 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	99.77
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	35.82

## 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

Jurupa Valley High School makes a concerted effort to extend involvement opportunities to parents and families. These partnership roles include: regular communication regarding students' academic progress via Q Communications/Parent Square, invitations to attend parent nights to assist with the college application process and financial aid (FAFSA) completion. They may also volunteer and/or attend school activities, events, ceremonies, and celebrations. Additionally, parents and families are invited to actively participate in booster clubs, site/district committees (SSC, ELAC, DAC, DELAC), and parent education nights, to name a few. JVHS also keeps parents informed through a variety of communication platforms including: social media (Instagram, Twitter, Facebook), Q Communication/Parent Square messages (email, text, phone call), and engages parents in two-way communication opportunities via Principal's Coffee, School Site Council, Coffee with the Counselors, and traditional methods of communication (phone conversations). Any parent or family member interested in becoming involved at JVHS may contact the AP Secretary of Activities and Athletics at (951) 360-2605.

## 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
<b>Dropout Rate</b>	2.7	3.3	3.1	5.0	4.4	5.4	9.0	8.9	9.4
<b>Graduation Rate</b>	95.1	95.7	94.3	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	386	364	94.3
<b>Female</b>	210	199	94.8
<b>Male</b>	176	165	93.8
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	336	317	94.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	34	31	91.2
<b>English Learners</b>	70	58	82.9
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	35	33	94.3
<b>Socioeconomically Disadvantaged</b>	345	326	94.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	45	39	86.7

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1785	1759	332	18.9
Female	913	901	149	16.5
Male	872	858	183	21.3
American Indian or Alaska Native	2	2	0	0.0
Asian	10	9	1	11.1
Black or African American	24	23	9	39.1
Filipino	4	4	0	0.0
Hispanic or Latino	1593	1572	301	19.1
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	14	14	2	14.3
White	111	108	12	11.1
English Learners	376	371	127	34.2
Foster Youth	13	13	4	30.8
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	1418	1405	281	20.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	259	249	79	31.7

### 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
<b>Suspensions</b>	5.67	0.06	3.58	0.02	3.47	0.20
<b>Expulsions</b>	0.50	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
<b>Suspensions</b>	4.44	2.39	2.45
<b>Expulsions</b>	0.17	0.21	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.06	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.11	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.06	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.07	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Jurupa Valley High School has developed a school safety plan. The plan continues to be revised by our Site Safety Committee with safe school protocols which include, but are not limited to, adherence to the following: Child Abuse Reporting, Disaster Response Procedures, Execution of Drills, suspension and expulsion policies pursuant to Education Code 48900, 48915, and 49079, District Discipline Handbook and Sexual Harassment policy; District dress code; and procedures and rules for safety to and from school, as well as, during school hours. Additionally, JVHS disseminates pertinent safety notices regarding incidents that take place in the school or community. This safety plan is updated annually and is approved by our School Site Council each spring. JVHS continues to improve clearance of individuals before entering campus through the use of the Raptor system, i.e. identification software. All visitors must check-in with the receptionist and provide photo ID before being “raptured” or granted access onto campus. All staff, including walk-on coaches, are cleared through JUSD Human Resources prior to start of employment on campus. The most recent adoption of the Site Safety Plan was approved by the School Site Council on January 20, 2021.

To further enhance a safe learning environment, JVHS staff is responsible for educating students to be digitally responsible and safe online. JVHS implements annual Digital Citizenship lessons for all grade levels and periodically reminds students of appropriate online behaviors. Additionally, our halls display several posters containing positive quotes and motivational phrases, including promotion of safe lifestyle choices, and we currently employ seven full-time campus supervisors to monitor student safety.

JVHS students have access to report safety concerns and needs through JUSD's Safe Students & School Reporting Form. JVHS also implements BASE lessons for social-emotional learning (SEL) through an online platform. These lessons are available in both Spanish and English and are intended to be taught during Advisory. JVHS teachers have chosen to increase students' responsibility and accountability as a school-wide learning goal for WASC; accountable and responsible students make for a welcoming and safe learning environment.

Our goal is for every student to believe that JVHS is a safe place to learn where they can seek assistance from knowledgeable and nurturing adults for guidance, support, and protection.

## 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	26	20	24	23
Mathematics	21	37	21	21
Science	25	13	7	23
Social Science	29	9	6	28



## 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	21	38	17	29
Mathematics	19	52	25	18
Science	21	21	12	17
Social Science	19	36	14	23

## 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	24	30	8	37
Mathematics	21	38	18	24
Science	24	18	6	23
Social Science	23	26	6	29

## 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	287.8

## 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)	6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.2
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
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	13455.77	3745.66	9710.11	91691.69
District	N/A	N/A	9044.52	\$92,546
Percent Difference - School Site and District	N/A	N/A	7.1	-0.9
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	13.9	6.0

## 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 and assistant principals, consult with and receive information from various school bodies: Committees, departments, 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, Jurupa Valley High School also received special State and Federal funds for programs including: Title 1, Title III, Local Control Funding Formula (LCFF), Perkins, CTEIG, and Career Technical Education. Recommendations and/or approvals regarding spending are made via the School Site Council.

JVHS is committed to allocating funds that directly support the three LCAP goals: College and Career Readiness, Safe School Environment, and Student, Teacher & Community Engagement. The vast amount of monies supported learning in the classroom including: Teacher PD, Digital Gateway (1:1 tech program) trainings, classroom teacher aides such as Bilingual Tutors/ Instructional Aides, staffing of a Career and College Counselor, Health Clerks, supplemental books, additional classroom and instructional supplies, BSEL incentives and teaching tools, Support Center items/materials, supplemental equipment/curriculum, AVID training, AP support materials and courses such as ERWC, MRWC, and Read 180 Universal.

LCFF funds are routinely used to help support academic performance and intervention via intervention courses and after school tutoring. In addition, Parent OutReach and Parent Institute of Quality Education (PIQE) classes (when available), and additional student engagement/enrichment and staff engagement opportunities are supported by LCFF. Data is routinely reviewed to determine next steps. As a result of collective student success data (College and Career Index) for 2020-21, JVHS will continue the efforts of a teacher-led instructional leadership committee to focus on College and Career Readiness via the JVHS Leadership Team as well as department Impact Team Leaders. The focus is to enhance our students' reading and critical thinking skills by increasing AVID skills and Impact Team protocols with a schoolwide emphasis on the Formative Assessment Process. Certain fixed costs are taken from the allocation. Site administration, with input from Impact Team Leaders, allocates site discretionary funds to each department based on department offerings and needs. School Site Council (SSC) approves spending of specific Title 1 categorical budgets, however, the Principal has the final decision and responsibility on all budget issues.

Jurupa Unified School district is committed to providing high-quality, research based professional development to all of its teachers, responding to requirements determined by CDE. Jurupa Valley High School staff is encouraged to continually participate in professional development activities. At the start of the school year, English Language Arts, Math, and Science teachers have the opportunity to attend professional development meetings to continue the development and implementation of the Common Core standards (via Units of Study) as well as Next Generation Science Standards (NGSS). Throughout the year, teachers may attend professional conferences, workshops/trainings and seminars such as California Science Teachers Association (CSTA), Computer Using Educators (CUE), Advancement Via Individual Determination (AVID), READ-180 and Safety conferences.

Core subjects including ELA, NGSS Science, and Mathematics participate in Units of Study, and JVHS has a site GATE and ELD teacher-coordinator that attends District meetings and PD. JUSD Technology Department and coaches, and our on-site Technical Coordinator support ongoing Technology Professional Development. These trainings provided teachers with the skills and tools necessary for implementing high-quality instruction to a range of students in their 9 -12 classrooms. Teachers have various opportunities to either attend or receive professional development. Districtwide, Math (integrated 1/2/3) and English teachers continue to develop curriculum and pacing guides for Common Core via the Units of Study committees. The Math Units of Study meets approximately 9 times, and ELA meets approximately 6 times. Science teachers attend professional development for the implementation of Next Generation Science Standards. NGSS Unit writers meet approximately 9 times per year to collaborate and learn about NGSS. Special Education teachers continue to receive professional development training on how Common Core affects their coursework.

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

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	15.5
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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
<b>Computer Science</b>	0
<b>English</b>	5
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	2
<b>Mathematics</b>	0
<b>Science</b>	5
<b>Social Science</b>	6
<b>Total AP Courses Offered</b>	18

## Professional Development

Professional development (PD) is offered through an online program in which teachers can self-select PD tailored to their digital and remote teaching needs. All teachers are receiving ongoing PD to support the integration of technology to transform classroom learning. Digital Gateway, the District's 1:1 Chromebook initiative which began in 2016, has placed a Chromebook in the hands of every student. Teachers have benefited from various training opportunities to learn about classroom learning platforms to extend learning and differentiated instruction. As technology needs are continually changing, the District Technology Department frequently offers teacher PD for teachers to self-select.

Advanced Placement (AP) teachers are provided ongoing professional development, as needed, to enhance AP coursework, and alternate in attending AP conferences and training. Our teacher leaders continue to provide teacher-led professional development sessions specifically geared toward the implementation of WICOR strategies throughout the school. Teachers continue to be trained in best practices and study skills.

Our CTE Engineering teacher is using Project Lead the Way curriculum, and is supported through ongoing professional development. Classified staff were provided opportunities for technical training as well as on-site cross-training. New teachers are assigned on-site mentors and all teachers are able to request time to observe a demonstration classroom or ask to be coached by a District instructional coach.

Schoolwide, JVHS continues to focus on literacy and is establishing common WICOR strategies to help drive instruction and measure learning. Weekly Late Start mornings are designed to promote a PLC opportunity for teachers to share best practices, discuss their Impact (Hattie focus), reflect on common formative assessments, seek ways to encourage metacognition, and increase use of success criteria through the Formative Assessment Process. IMPACT teams, under the direction of Core Collaborative, have begun to build collective efficacy among team members, increase teacher clarity, and increase students' engagement and ownership of their learning.

JVHS continues to host SEL training offered by District Directors. Counselors have begun student groups to help those in need of emotional support and development. JVHS has purchased the SEL and BSEL curriculum for teacher use. These are all inclusive lessons. Teachers are discussing a schoolwide action plan to use SEL more effectively and routinely, and we now have a BSEL Coordinator who engages all learners in a weekly "temperature check" to gauge social-emotional wellness on a continuous basis.

The 2021-22 planned professional development days include 108 partial days and 75 full days.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	34	34	183

# 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 Students 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

<b>District Name</b>	Jurupa Unified School District
<b>Phone Number</b>	951-360-4100
<b>Superintendent</b>	Dr. Trenton Hansen
<b>Email Address</b>	JUSD.Superintendent@jUSD.k12.ca.us
<b>District Website Address</b>	<a href="https://jurupausd.org/">https://jurupausd.org/</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
<b>All Students</b>	10092	63	0.62	99.38	9.68
<b>Female</b>	4954	21	0.42	99.58	9.52
<b>Male</b>	5138	42	0.82	99.18	9.76
<b>American Indian or Alaska Native</b>	12	0	--	100.00	--
<b>Asian</b>	144	0	0.00	100.00	--
<b>Black or African American</b>	200	5	2.50	97.50	--
<b>Filipino</b>	52	0	0.00	100.00	--
<b>Hispanic or Latino</b>	8723	53	0.61	99.39	9.62
<b>Native Hawaiian or Pacific Islander</b>	24	0	0.00	100.00	--
<b>Two or More Races</b>	202	0	0.00	100.00	--
<b>White</b>	735	5	0.68	99.32	--
<b>English Learners</b>	2663	25	0.94	99.06	8.00
<b>Foster Youth</b>	62	1	1.61	98.39	--
<b>Homeless</b>	126	0	0.00	100.00	--
<b>Military</b>	36	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	7838	46	0.59	99.41	8.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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

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

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

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