Indian Hills Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Indian Hills Elementary
Street	7750 Linares Ave.
City, State, Zip	Jurupa Valley, CA 92509-0140
Phone Number	951-360-2724
Principal	Victoria Jobe
Email Address	vjobe@jusd.k12.ca.us
Website	www.jurupausd.org/schools/indianhillselementary
County-District-School (CDS) Code	33 67090 6105837

Entity	Contact Information
District Name	Jurupa Unified School District
Phone Number	951-360-4100
Superintendent	Mr. Elliott Duchon
Email Address	info@jusd.k12.ca.us
Website	www.jurupausd.org

School Description and Mission Statement (School Year 2019-20)

At Indian Hills, our dedicated staff implements a data-driven, common core standards-based curriculum along with the very best educational teaching methods in reading, writing, and math in order to provide to all of our children an exemplary education. Indian Hills Elementary School supports and implements the LCAP Overarching Goals: All students will be college and career ready, all students will have a safe, orderly, and inviting learning environment and all students will benefit from the district engaging and sustaining the trust and involvement of parents and community in the educational process. As indicated by research, "learning" needs to be the focus in an effective educational process, and the Indian Hills staff is dedicated to helping students develop as intrinsically motivated and independent learners. Common Core Standards-based instruction promotes student learning to mastery and is utilized as a basis for expanding critical thinking skills; ethical, cultural, social and economic literacy; and behavior and values that are essential to a democratic society.

We, the staff, families, students, and community members of Indian Hills Elementary School come together as a team to take an active and responsible role in setting high expectations for learning. We will provide a quality education in a safe and nurturing environment, thereby empowering future generations to become productive citizens of our society.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	73
Grade 1	67
Grade 2	77
Grade 3	80
Grade 4	99
Grade 5	90
Grade 6	94
Total Enrollment	580

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.2
Asian	3.4
Filipino	0.5
Hispanic or Latino	69.1
Native Hawaiian or Pacific Islander	0.2
White	20.2
Two or More Races	1
Socioeconomically Disadvantaged	66.6
English Learners	22.1
Students with Disabilities	9.3
Foster Youth	0.2
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	26	25	819
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 27, 2019

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders (TK), Wonders (K-6) McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr.6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6), Houghton Mifflin Harcourt Publishers 2008	Yes	0
History-Social Science	History-Social Science (K-6), Houghton Mifflin Harcourt Publishers 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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.

Our school overall appearance is good and maintenance does an excellent job at maintaining the facilities. Work orders are submitted online and are addressed promptly by the maintenance department.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	49	36	38	50	50
Mathematics (grades 3-8 and 11)	37	32	24	25	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	376	373	99.20	0.80	48.79
Male	192	191	99.48	0.52	46.07
Female	184	182	98.91	1.09	51.65
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	13	86.67	13.33	69.23
Filipino	--	--	--	--	--
Hispanic or Latino	261	260	99.62	0.38	44.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	82	82	100.00	0.00	57.32

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	266	264	99.25	0.75	40.53
English Learners	113	110	97.35	2.65	37.27
Students with Disabilities	45	45	100.00	0.00	4.44
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	376	376	100.00	0.00	32.45
Male	192	192	100.00	0.00	34.38
Female	184	184	100.00	0.00	30.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	261	261	100.00	0.00	28.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	82	82	100.00	0.00	42.68
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	266	266	100.00	0.00	26.32
English Learners	113	113	100.00	0.00	23.89
Students with Disabilities	45	45	100.00	0.00	4.44
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	31.9	17.6	9.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The School Site Council (SSC) meets a minimum of 6 times a year. The SSC collaborates with teachers and school administration to examine program effectiveness, school safety, and learning opportunities. The PTA has fund-raising activities for field trips, supplies and equipment, assemblies, and incentives for students. They provide school-wide activities for students and families, including Book Fairs, fall and spring pictures, Red Ribbon Week, Fall Carnival and other family nights, various assemblies, and our traditional Young Authors' Day. An English Learner Advisory Committee (ELAC) advises the SSC, principal, and staff on a number of issues related to the education of English Language Learners. Parents volunteer in various capacities throughout the school. We will continue to encourage parental participation through PTA activities, classroom volunteer opportunities, School Site Council, and English Language Advisory Committee. We strive for 100% attendance at our annual Parent/Teacher Conferences so that parents and teachers can work jointly toward the goal of student success. Indian Hills Elementary School works with the Director of Parent Involvement to ensure parent participation in wellness programs, ESL programs, and nutritional programs.

Parents are kept informed on what is happening at our school through flyers, Peachjar, Q Communication, Facebook, monthly calendars, message board, and our marquee, in addition to the teachers sending messages through Class Dojo and Bloom. For more information on how to become involved, please contact Victoria Jobe at (951) 360-2724.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.6	1.1	3.4	3.6	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Indian Hills Elementary 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 is updated every year and approved by our School Site Council. Staff and students practice fire drills monthly. Disaster drills are held twice each year. Our site has emergency water, food supplies, first aid supplies, radios, lights, and tools for emergency situations. The Riverside County Fire Department and the JUSD Safety Committee hold regular safety inspections. The school safety plan was most recently reviewed and updated in March 2019.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		25		3		24		3	
1	24		3		22		3		22		3	
2	29		3		23		3		19	3		
3	19	3	2		21	2	3		25		4	
4	28		3		32		2		31		3	
5	31		2	1	33		1	2	28		3	
6	25	1	4		25	1	4		26	1	4	
Other**	26		1		25		1					

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10457	2130	8327	98955
District	N/A	N/A	8825	$89,656.00
Percent Difference - School Site and District	N/A	N/A	-5.8	9.2
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	22.5	20.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Funds were spent for general education, inclusion, and state and federally-funded special projects. In addition to state and local revenues received for general education, Indian Hills Elementary received state and federal money for programs including Title I, Title III, and LCFF.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,878	$51,374
Mid-Range Teacher Salary	$79,746	$80,151
Highest Teacher Salary	$106,973	$100,143
Average Principal Salary (Elementary)	$126,881	$126,896
Average Principal Salary (Middle)	$129,964	$133,668
Average Principal Salary (High)	$147,669	$143,746
Superintendent Salary	$253,634	$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Jurupa Unified School district is committed to providing high-quality, research-based professional development to all of its teachers. During the 2017-18 school year, staff development continued in the areas of California Common Core State Standards for mathematics); Positive Behavior Interventions and Support (PBIS – JUSD Special Education Department, provider); 1:1 Chromebook Implementation training; Five Easy Steps to a Balanced Math Program (Leadership and Learning Center training, provider); ELA and math Units of Study (Leadership and Learning Center Rigorous Curriculum Design consultants and Jurupa writing committee teachers, providers); Language! intervention teacher training (Voyager Learning consultants, provider); Transitional Kindergarten teacher training (JUSD Education Services Professional Development Program, provider); state adopted ELD standards; and GATE teacher training (Dr. Susan Daniels, The Summit Center, provider). These trainings provided teachers with the skill and tools necessary for implementing high-quality instruction to a range of students in their TK-12 classrooms.

During the 2018-2019, second grade will be receiving training through Impact Teams which focuses on student-directed learning with rubrics. Formative assessments will be implemented throughout the school year that will drive instruction and collaboration at this grade level. Fourth grade will be focusing on guided reading that will meet the needs of students who are not at grade level in language arts.

Specifically to Indian Hills, teachers have participated in technology staff development that included Google Docs, Haiku, AR Monitoring, and Dibels monitoring. The technology coordinator has facilitated these trainings at the site.