



**JURUPA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING
AGENDA**

SLOGAN

Our Children, Our Schools, Our Future!

MISSION STATEMENT

The mission of the Jurupa Unified School District is to educate each student to the highest levels of academic achievement and prepare students to succeed in life.

BOARD OF EDUCATION Carl Harris, President Mary Burns, Clerk Dawn Brewer John Chavez Michael Rodriguez
SUPERINTENDENT Elliott Duchon

**MONDAY, MAY 5, 2008
EDUCATION CENTER BOARD ROOM
4850 Pedley Road, Riverside, CA 92509**

OPEN PUBLIC SESSION – 4:00 P.M.

Call to Order in Public Session

(President Harris)

Roll Call: Mr. Harris, Mrs. Burns, Mrs. Brewer, Mr. Chavez, Mr. Rodriguez

HEARING SESSION – 4:00 P.M.

PUBLIC VERBAL COMMENTS

This communication opportunity is included on the agenda to allow members of the public to comment on matters listed on the Agenda for Closed Session. A second opportunity for public comments is included on the Public Session agenda as well. California law states that there shall be no action on items not shown on the published Board agenda.

CLOSED SESSION – 4:00 P.M.

The Board will adjourn to Closed Session in the Board Conference Room pursuant to Government/Education Codes listed below:

In compliance with the Americans with Disabilities Act and Government Code Section 54954.2, if you need special assistance to participate in a District meeting or other services offered by the District, please contact the Superintendent's Office at 951-360-4168. Notification at least 48 hours prior to the meeting or time when services are needed will assist the District staff in assuring that reasonable arrangements can be made to provide accessibility to the meeting or service.

CLOSED SESSION – 4:00 P.M. (continued)

STUDENT DISCIPLINE: Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Discipline Cases #07-369, #08-082, #08-230, #08-242, #08-247, #08-251, #08-254, #08-256, #08-259, #08-227 and #08-253.

LABOR NEGOTIATIONS: Pursuant to Government Code Section 54957.6, the Board will be discussing its positions regarding any matter within the scope of representation and instructing its designated representatives for negotiations with employee groups. Name of Employee Groups: National Education Association-Jurupa and California School Employees' Association. Name of Agency Negotiator: Assistant Superintendent Personnel Services.

PUBLIC EMPLOYMENT: Pursuant to Government Code Section 54957, the Board will be discussing personnel matters as shown on the Personnel Report to include public employee discipline/dismissal/release/layoff/nonrenewal/reassignment/reclassification/resignation/retirement/suspension; Appointment of Elementary School Principal.

CONFERENCE WITH LEGAL COUNSEL PURSUANT TO SECTION 54956.9(a) – EXISTING LITIGATION: Case Number RIC 488865.

CONFERENCE WITH LEGAL COUNSEL PURSUANT TO SECTION 54956.9(a) – EXISTING LITIGATION: Case Number RIC 496458.

PUBLIC SESSION - 6:00 p.m.

Roll Call Board Members: President Harris, Mrs. Burns, Mrs. Brewer, Mr. Chavez, Mr. Rodriguez

Roll Call Student Board Members: Andre Ortiz, Adrianna Davidek, Monica Frias

Flag Salute

(President Harris)

1. Welcome

- a. Welcome 2007-2008 Student Board Members (Mr. Duchon – 5 minutes)

The Board welcomes 2007-2008 Student Board Members, Andre Ortiz, Jurupa Valley High School; Adrianna Davidek, Patriot High School; and Monica Frias, Rubidoux High School. Student Board Members may wish to address the Board regarding student achievements, interests, or other matters.

2. Recognition

- * a. Recognize Jurupa Valley High School FFA (Mr. Duchon – 5 minutes)

The Jurupa Valley High School FFA Chapter was recently named the Outstanding FFA Chapter in California. They were featured in the April 2008 issue of the *FFA New Horizons Magazine* of the National FFA Organization for their many accomplishments and their service to our community. A copy of the article is included in the supporting documents. This evening, we would like to recognize the students and staff who work so hard to make this a rewarding and successful program.

3. Public Verbal Comments

This communication opportunity is included on the Agenda of each regular Board meeting so citizens can make suggestions or identify concerns about matters affecting the School District or request an item to be placed on a future agenda. The Jurupa Unified School District Board of Education encourages and invites the public to comment on items listed on its agenda or on matter within its subject jurisdiction. All questions to the Board should be directed through the Board President and in order to help conduct the business of the Board in an orderly fashion, we request that you read and follow the guidelines listed on the pink "Request to Speak" card. Any responses from the Board will take place during "Board Member Comments."

4. Board Member Comments

(Board Members – 5 minutes each)

Individual Board members may briefly respond to statements made or questions posed by members of the public during Public Verbal Comments. They may ask a question for clarification, make a brief announcement, or make a brief report on their own activities.

5. Board Member Committee Reports

(President Harris - 10 minutes)

Pursuant to the Bylaws of the Board, Board President, Mr. Carl Harris, appointed Board Representatives to serve on committees for 2007/2008. Individual Board Members may wish to report briefly on committee activities.

Best of the Best

Mary Burns

District School Liaison Team

John Chavez

Budget

Dawn Brewer, Mary Burns

English Learner Advisory

John Chavez

Charitable Purpose Foundation

Dawn Brewer, John Chavez

Facilities

Mary Burns, Carl Harris

Communications

Mary Burns, Carl Harris

Safe Schools

Dawn Brewer

District Advisory

Dawn Brewer

Technology Master Plan

Dawn Brewer, John Chavez

6. Administrative Reports and Written Communications

a. Review Approval of 2007/2008 Second Interim Financial Report

(Mrs. Lauzon – 2 minutes)

The Riverside County Office of Education has notified the District that the 2007/2008 Second Interim Financial Report has received positive certification and that they have notified the California Department of Education accordingly. The County Office also recommends that the Board continue to review updated multi-year financial projections to assist in providing for the long-range stability of the District. Information only.

- * b. Review 2008 Graduation and Promotion Exercises (Mr. Duchon – 5 Minutes)
The supporting documents include the 2008 Graduation and Promotion Exercises chart. The chart in the supporting documents shows the names of Board members and which ceremony they plan to participate in. Information only.
- c. Other Administrative Reports and Written Communications

ACTION SESSION

A. Approve Routine Action Items by Consent

Administration recommends the Board approve Routine Action Items A 1-9 as printed.

- *1. Approve Minutes of April 21, 2008 Regular Meeting
- *2. Disbursement Orders (Mrs. Lauzon)
- *3. Purchase Orders (Mrs. Lauzon)
- *4. Agreements (Mrs. Lauzon)
- 5. Accept Donations (Mrs. Lauzon)

All donations are given to Jurupa Unified School District with the request that the money or item be used at the designated school.

Through a Washington Mutual Bank "Wamoola" Gift program from persons opening new accounts, WaMu wishes to donate \$108.52, with the request the funds be used to purchase educational materials and supplies for Mira Loma Middle School.

The Sky Country Elementary School Booster Club wishes to donate \$1,050.00, with the request the funds be used for various field trips.

Through an Edison International employee/employer contribution program, Edison International wishes to donate a quarterly company match to the following schools for stated purposes:

\$150.00	Rustic Lane	Instructional materials & supplies
\$300.00	Peralta	Instructional materials & supplies for Ms. Hoggard's & Ms. Farone's classrooms

Through a corporate school fundraising program, whereby parents use a Target Guest Card for 1% of the purchase to go to a school, Target Stores wishes to donate \$189.83, with the request the funds be used for educational programs at Sunnyslope Elementary School.

The fifth grade classes at Sunnyslope Elementary School wish to donate \$540.00, with the request the funds be used for educational field trips at Sunnyslope Elementary School.

Parents and students of Glen Avon Elementary School wish to donate \$795.00, with the request the funds be used for the 2007/08 Yearbook Program at Glen Avon Elementary School.

Parents and staff of Ina Arbuckle Elementary School wish to donate \$136.00, with the request the funds be used for the Yearbook Program at Ina Arbuckle Elementary School.

5. Accept Donations (continued)

Parents and staff of Ina Arbuckle Elementary School wish to donate \$752.00, with the request the funds be used for a first grade student field trip.

The Glen Avon Elementary School PTA wishes to donate \$4,000.00, with the request the funds be used for various field trips during the 2007/08 school year.

Riverside County Supervisor, John F. Tavaglione, wishes to donate \$168.00, with the request the funds be used for the Scholars Club at Patriot High School.

Administration recommends acceptance of these donations, with letters of appreciation to be sent.

6. Rejection of Claim

(Mrs. Lauzon)

On or about April 8, 2008, Administration received a claim against the Jurupa Unified School District on behalf of Marisa Doyle. The claim alleges injuries and damages sustained to Ms. Doyle, resulting in injuries and medical bills. (A copy of the claim is available for Board review.)

Administration recommends rejection of the claim, with appropriate notice to the District insurance carrier.

*7. Approve Non-Routine Student Field Trip Request from Jurupa Valley High School

(Mrs. Espinoza)

Mr. Donn Cushing, Jurupa Valley High School teacher, is requesting approval to travel to Irwindale, California from Thursday, May 8, 2008, through Friday, May 9, 2008, with two (2) students. The purpose of this trip is for the students to compete in the Ford Trouble-shooting Exam. These two students are among the top ten in the State of California who have been invited, because of their written scores on the Ford Exam, to compete in the practical portion of the exam. **Costs for the trip will be paid by Ford Motor Company.** Transportation will be by district vehicle; supervision will be by staff members and accommodations and meals will be at a local hotel and restaurants. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents.

It is recommended the Board approve the Non-Routine Student Field Trip Request from Mr. Cushing to travel to Irwindale, California with approximately two (2) students from Thursday, May 8, 2008, through Friday, May 9, 2008.

*8. Approve Non-Routine Student Field Trip Request from Jurupa Valley High School

(Mrs. Espinoza)

Mr. Donn Cushing, Jurupa Valley High School teacher, is requesting approval to travel to Lake Skinner from Thursday, May 15, 2008, through Sunday, May 18, 2008, with approximately ten (10) students. The purpose of this trip is for students compete in the solar race with the boat they built, sponsored by the Western Municipal Water District.

- *8. Approve Non-Routine Student Field Trip Request from Jurupa Valley High School (cont)
Costs for the trip will be paid by Western Municipal Water District. Transportation will be by district vehicle; supervision will be by staff members and lodging and accommodations will be provided by the Western Municipal Water District at Lake Skinner. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents.

It is recommended the Board approve the Non-Routine Student Field Trip Request from Mr. Cushing to travel to Lake Skinner with approximately ten (10) students from Thursday, May 15, 2008, through Sunday, May 18, 2008.

- *9. Approve Non-Routine Student Field Trip Request from Jurupa Valley High School
(Mrs. Espinoza)

Ms. Melva Morrison, Jurupa Valley High School teacher, is requesting approval to travel to Bakersfield, Visalia, Sacramento and San Francisco, California from Thursday, May 22, 2008, through Sunday, May 25, 2008, with approximately twenty-two (22) students. The purpose of this trip is to provide Chamber Singers with the opportunity to work with a college clinician, perform for other high school choirs and hear them perform, and perform in unusual venues, such as the capitol building in Sacramento. **Costs for the trip will be paid through various fundraisers and donations.** Transportation will be by charter bus; supervision will be by a staff member and volunteers and lodging and accommodations are at various local hotels and restaurants. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents.

It is recommended the Board approve the Non-Routine Student Field Trip Request from Ms. Morrison to travel to Bakersfield, Visalia, Sacramento and San Francisco, California with approximately twenty-two (22) students from Thursday, May 22, 2008, through Sunday, May 25, 2008.

****B. Approve Issuance of 2006-07 School Accountability Report Cards**

(Mrs. Espinoza – 2 minutes)

State law requires that local boards of education issue annual School Accountability Report Cards (SARC's) for every school in the district. The SARC reports contain information about the 2006-07 school year conditions; for example, student achievement, enrollment, expenditures, class size, textbooks and instructional materials, etc. The SARC reports are made available upon request to parents or citizens desiring information on a particular school. Upon approval by the Board, the reports will be posted on the Jurupa Unified School District home page, as well as school site home pages. Both English and Spanish versions will be available for parents. Copies of each school's report are available to the Board under separate cover.

Administration recommends the Board approve the issuance of the 2006-07 School Accountability Report Cards.

C. Approve 2008 Mandated, Core Academic, and Special Education Summer School Program, Grades 8-12 (Mrs. Espinoza – 2 minutes)

The State of California provides funding which allows school districts to provide summer school instruction for students in Grades 2-9 in specific core areas or who have been retained or who are at-risk of retention, as well as students in Grades 7-12 who are not making sufficient progress towards meeting the High School Exit Exam. The following chart displays summer school courses proposed for our comprehensive high schools:

	<u>JVHS</u>	<u>PHS</u>	<u>RHS</u>
Algebra A	X	X	X
Algebra I	X	X	X
Algebra II	X	X	X
Geometry	X	X	X
Calculus AB	X		
English 9	X	X	X
English 10	X	X	X
English 11	X	X	X
English 9 (Sheltered)	X		X
English 10 (Sheltered)	X		X
English 11 (Sheltered)	X		X
English Language Development I, II, III	X		X
Economics	X	X	X
U.S. History	X	X	X
World History	X	X	X
Government	X	X	X
ROTC Aerospace Science	X		X
Personal & Social Responsibility			X
Biology	X	X	X
Biology – Honors	X		
Physical Education 1	X	X	X
Physical Education 2		X	X
Geophysical Science	X	X	X
Healthy Living	X	X	X
Healthy Living (Sheltered)	X		
Video Production	X	X	
General Art		X	X
Art Fundamentals		X	
Marching Band	X	X	X
CA High School Exit Exam – Math	X		X
CA High School Exit Exam – English	X		X
AVID Bridge	X		
Da Vinci Academy		X	X
(Pre AP English 9, Pre AP English 10, Calculus)			
French II		X	
Reading Lab	X		
Math Tutor	X		X
9 th Grade Transition – English		X	
9 th Grade Transition – Math		X	

C. Approve 2008 Mandated, Core Academic, and Special Education Summer School Program, Grades 8-12 (continued)

PROPOSED SUMMER SCHOOL SCHEDULE

Jurupa Valley High School Hours: 7:30 a.m. – 12:45 p.m.
June 23 – July 31, 2008 Transportation is **not** provided
(Monday – Thursday)

Patriot High School Hours: 7:30 a.m. – 12:45 p.m.
June 23 – July 31, 2008 Transportation is **not** provided
(Monday – Thursday)

Rubidoux High School Hours: 7:30 a.m. – 12:45 p.m.
June 23 – July 31, 2008 Transportation is **not** provided
(Monday – Thursday)

Nueva Vista High School Hours: Session I - 7:30 a.m. – 9:30 a.m.
June 23 – July 11, 2008 Session II – 9:45 a.m. – 11:45 a.m.
(Monday – Friday) Transportation is **not** provided

Special Education (secondary) Hours: 7:30 a.m. – 12:45 p.m.
June 25 – August 2, 2007 Transportation **is** provided
(Monday – Thursday)

It is recommended the Board approve the 2008 summer school offerings as presented.

*** D. Adopt Resolution No. 2008/40, Year-End Budget Transfers/Revisions**

(Mrs. Lauzon – 2 minutes)

Each year at this time, the Riverside County Office of Education requests each school board to authorize budget revisions which may be necessary to correct imbalances in any major account at the end of the year. During the year, from October through May, the Board received regular reports on appropriation transfer requests and resolutions for expenditure of excess funds.

The process of closing the financial records for the 2007/08 fiscal year has begun and when all revenues and expenditures have been accrued, it may be necessary to process transfers in various funds to balance these accounts. This does not involve additional expenditures; rather, the budget is revised by transferring to an account which has a negative balance from one which has a positive balance, so that the final financial records of the district meet all legal requirements.

Administration recommends the Board adopt Resolution No. 2008/40, Year-End Budget Transfers/Revisions.

* **E. Adopt Resolution #2008/42 and Resolution #2008/43, Employee Recognition Weeks**
(Mr. Duchon – 5 Minutes)

Each year, various organizations set aside time for special recognition of specific employee groups. For the past several years, it has been customary to set aside two weeks in May for recognition of the major employee groups.

May 4-10, 2008 has been declared as *Teacher Appreciation Week*, when all public schools in California and educational institutions in California may suitably commemorate and give attention to teachers and their profession. The District will recognize and celebrate in many unique ways at each site the annual *Teacher Appreciation Week* to express its grateful appreciation to the teachers and other certificated employees, including counselors, nurses, speech therapists, and psychologists employed by the District.

May 18-24, 2008 has been set aside as *Classified School Employee Week*. During this week, the District will recognize classified employees for their support and care for Jurupa's children through a variety of jobs in the District. The Board and administrative staff wish to personally thank each of the full and part-time classified employees for their valuable contributions and commitment to supporting the education of students in the Jurupa Unified School District.

Two resolutions are included in the supporting documents to recognize both employee groups who are especially important in promoting the education of students.

Administration recommends the Board adopt Resolution #2008/42, in recognition of *Teacher Appreciation Week*, May 4-10, 2008 and Resolution #2008/43, in recognition of *Classified School Employee Week*, May 18-24, 2008.

* **F. Adopt Resolution No. 2008/44, Urging Action by the Air Quality Management District to Reduce Hexavalent Chromium Levels in the Jurupa Community**
(Mr. Duchon – 5 minutes)

Community members of Jurupa were recently notified that dust blowing from the TXI Riverside Cement Company, which is located near the north-eastern section of our community, contains elevated levels of the cancer-causing chemical hexavalent chromium. Hexavalent chromium levels have declined in most of Southern California in the last several years, but have continued to climb in the Rubidoux area, according to AQMD.

Mrs. Brewer has prepared a resolution urging the Air Quality Management District to take immediate action to reduce the source of the chemical in our community, provide free medical exams and treatment for our students to treat and determine exposure to the chemical and regularly update the Board on their progress in these areas.

After discussion, the Board may wish to adopt Resolution No. 2008/44, Urging Action by the Air Quality Management District to Reduce Hexavalent Chromium Levels in the Jurupa Community.

* **G. Adopt at a First Reading Revised Board Regulation 5152, Recognized Student Organizations** (Mrs. Espinoza – 2 minutes)

Each year, the Student Organizations Regulation is revised and updated by the individual school sites. A copy of Regulation 5152, Recognized Student Organizations, is included in the supporting documents. The update, as indicated in bold type, reflects the change made to the list by Rubidoux High School.

Administration recommends the Board adopt at a first reading revised Board Regulation 5152, Recognized Student Organizations.

* **H. Adopt at a First Reading Revised Board Regulation and New Exhibit 1312.4, Williams Uniform Complaint Procedures** (Mrs. Espinoza – 2 minutes)

Ed Code 35186 mandates districts to establish policies and procedures regarding Williams Complaints. Regulation 1312.4 has been revised to include the requirement to authorize the use of this complaint procedure for deficiencies related to the provision of intensive instruction and services to students who have not passed one or both parts of the high school exit examination after the completion of grade 12. CSBA also utilizes Exhibits (attachments) to policies and regulations to include forms or other pertinent information. Copies of the current regulation, the revised regulation and new exhibit are included in the supporting documents. Regulation and Exhibit language also align with CSBA suggested language. Any reference notations that are highlighted in gray and denoted by ***note...***, will be removed from the final policy.

Administration recommends the Board adopt at a first reading revised Board Regulation and new Exhibit 1312.4, Williams Uniform Complaint Procedures.

* **I. Adopt at a Second Reading New Board Policy and Regulation 6162.52, High School Exit Exam** (Mrs. Espinoza – 2 minutes)

Ed Code 60850-60859 established the California High School Exit Examination (CAHSEE) in English Language Arts and Mathematics as a condition for high school graduation beginning with the class of 2006. Current JUSD policy and regulations do not reflect allowable variations, modifications and accommodations on the CAHSEE. Policy and Regulation 6162.52 were approved at a first informational reading on April 21st.

Copies of the new policy and regulation are included in the supporting documents. Policy language aligns with CSBA suggested language. Any reference notations that are highlighted in gray and denoted by ***note...***, will be removed from the final policy.

Administration recommends the Board adopt at a second reading new Board Policy and Regulation 6162.52, High School Exit Examination.

* **J. Discuss Petition Proposal for Incorporation of Eastvale** (Mr. Duchon – 5 minutes)

The school district has received a Notice of Intent to Circulate Petition that proposes the incorporation of Eastvale and the detachment from the Jurupa Area Park and Recreation District. According to George Spiliotis, Executive Director of LAFCO (Local Agency Formation Commission), the petitioners have six months to gather signatures after the first signature has been obtained; public hearings will follow soon after.

The proposed area of incorporation includes a part of JUSD; the area is north of Limonite, west of Wineville and south of the County Line. Presently, there are approximately 635 kindergarten through twelfth grade students residing in this area. A copy of the Riverside LAFCO letter, Notice of Intent to Circulate Petition and the proposed Eastvale boundary map is included in the supporting documents. While school district boundaries often do not conform to city boundaries, this is an issue in which the Board might have an interest.

The Board may wish to discuss this issue and give direction to staff or place a resolution regarding the issue on its agenda.

****K. Act on Student Discipline Cases** (Mr. Duchon - 5 minutes)

The Board of Education hereby accepts and adopts as its own the Findings of Fact and the Conclusions of Law submitted by the Administrative Hearing Panel in each of the following discipline cases:

REVOKE - EXPULSION CASES

1. It is recommended that the Board of Education to revoke the Suspended Expulsion Order of the following pupil in Discipline Case **#07-369** for violation of the Education Code Sections 48900 (a)(1), (a)(2), (k) and expel the pupil under the terms of the original expulsion order. The pupil will be assigned to Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 16, 2008.
2. It is recommended that the Board of Education to revoke the Suspended Expulsion Order of the following pupil in Discipline Case **#08-082** for violation of the Education Code Sections 48900 (c), (k) and expel the pupil under the terms of the original expulsion order. The pupil will be referred to Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 16, 2008.

EXPULSION CASE – ADMINISTRATIVE HEARING

1. Discipline Case **#08-230** is recommended for expulsion by Administrative Hearing for violation of Education Code Sections 48900 (a)(1), (k) and 48915 (b), (e) for the Spring Semesters 2008 and Fall Semester 2008. The pupil shall be assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009.

****K. Act on Student Discipline Cases (continued)**

EXPULSION CASES – AGREEMENT AND STIPULATION

1. Discipline Case **#08-242** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (k), (.2) and 48915 (b), (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil shall be assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009.
2. Discipline Case **#08-247** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections (b), (k) and 48915 (b), (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil shall be assigned to Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009.
3. Discipline Case **#08-251** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k) and 48915 (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil shall be assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009.
4. Discipline Case **#08-254** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (i), (k) and 48915 (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil shall be assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009.
5. Discipline Case **#08-256** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (c), (k) and 48915 (a)(3), (b), (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil shall be assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009.
6. Discipline Case **#08-259** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k) and 48915 (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil shall be assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009.

****K. Act on Student Discipline Cases (continued)**

EXPULSION /SUSPENDED EXPULSION CASE – ADMINISTRATIVE HEARING

1. Discipline Case **#08-227** is recommended for expulsion by Administrative Hearing for violation of Education Code Sections 48900 (c), (k) and 48915 (b), (e) for the Spring Semester 2008 and Fall Semester 2008. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Fall Semester and the student be placed on school probation. The pupil shall be assigned to Community Day School, operated at the District Learning Center. This case shall be reviewed in May for educational placement for the Fall Semester. This case will be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 20, 2009.

SUSPENDED EXPULSION CASE – AGREEMENT AND STIPULATION

1. Discipline Case **#08-253** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(2), (k) and 48915 (b), (e) for Spring Semester 2008 and Fall Semester 2008. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended and the student be placed on school probation with placement at Ina Arbuckle Elementary School. The pupil shall be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 20, 2009.

*** L. Approve Personnel Matters**

(Mrs. Elzig - 10 minutes)

- * 1. Administration recommends approval of Personnel Report #19 as printed, subject to corrections and changes resulting from review in Closed Session.
- * 2. Publicize Tentative Agreement with CSEA Jurupa
A tentative agreement has been reached with CSEA Jurupa on items subject to reopener negotiations for the 2007-2008 fiscal year. Specifically, it has been agreed to include criteria for disbursing monies from the classified employee health and welfare benefit pool to allow for a one-time 2% payment to eligible employees to offset the cost of rising health care. The Agreement also includes the establishment of a classified advisory budget committee to discuss budgetary issues of mutual concern and gather input into funding objectives. A copy of the tentative agreement is included in the supporting documents. We have been informed that CSEA has scheduled the ratification meeting on May 1, 2008. It is anticipated that ratification would occur at that time.

Current law (Government Code Section 3527.5) requires that the District disclose major provisions of a collective bargaining agreement at a public meeting prior to final approval by the governing board. A copy should also be made available for public inspection. Additionally, the Riverside County Office of Education requires receipt of disclosure information ten days prior to the Board action on the proposed agreement. These requirements are being met at this time. A completed copy of the "Disclosure of Collective Bargaining Agreement" form is included with the supporting documents.

Assuming that CSEA has ratified, the Board will be asked to ratify the Tentative Agreement at its regular meeting on May 19, 2008.

* **L. Approve Personnel Matters** (continued)

* 3. Adopt Resolution No. 2008/41, Layoff of Certificated Employees

The supporting documents contain a copy of Resolution No. 2008/41, Layoff of Certificated Employees.

Administration recommends the Board adopt Resolution No. 2008/41 to layoff designated certificated employees and direct the Assistant Superintendent of Personnel Services to give written notice thereof, as required by law.

ADJOURNMENT

Outstanding Chapter: Jurupa Valley FFA

Tucked away in one of southern California's inland valleys and once surrounded by dairies, orange groves and vineyards, the Jurupa Valley FFA has experienced suburban growth. New neighborhoods and industrial parks have replaced this rural agrarian region.

But agriculture education continues to prosper as Jurupa Valley's Agriculture Program offers a variety of classes for our 279 FFA members to choose from. Classes include: Floral Design, Advanced Floral Design, Horsemanship, Veterinary Science, Ag Biology, Ag Geophysical Science, Ag Business and Economics, and Landscaping. We have three amazing agriculture teachers: Ms. Diefenbach, Mr. Norwood and Mr. Rhiner who teach these classes and devote much of their spare time working with our chapter's Career Development Event teams, show teams and leadership events.

Our members compete on CDE judging teams including: Vegetable Crop, Floriculture, Light Horse, Specialty Animal, Farm Power, B.I.G., Parliamentary Procedure, Speech Contests and Creed Speaking. From November through State FFA Finals in May, we compete in field days up and down the state from Fallbrook, in San Diego County, all the way north to Chico.

Our theme this year is "Proud to be a Jag-in-Ag" incorporating Jurupa Valley High School's Jaguar pride with agriculture. The officer team led by President – Samantha Ferguson, Vice President – Montana Ortega, Secretary – Ashley Stanley, Treasurer – Krystal Beitler, Reporter – Whitney Andrews and Sentinel – Amber Tran have planned an exciting and busy Program of Activities designed to provide opportunities for every agriculture student and promote their involvement throughout the year.

Our competitive year began with the LA County Fair Field Day. Next we hosted more than 350 students, parents, siblings and teachers at the Jurupa Valley FFA Open House BBQ. At the Southern California Fair we exhibited more than 70 livestock projects, 90 horticulture/floral displays and 108 agriculture mechanics projects. After the fair it was all about leadership training with the Riverside Section Leadership Conference, National FFA Convention, SOCAL Leadership Conference, Opening/Closing Ceremonies and the Greenhand Conference.

At Christmas we worked with the Santa's Helpers organization helping to box, wrap, organize and deliver Christmas toys to underprivileged children in our area. The remainder of the year's activities includes Made for Excellence, Advanced Leadership Academy, Indio Fair and Date Festival, Section Project Competition, State FFA Convention, competing in at least one field day each month and hosting the Sectional FFA Parli-Pro Contest. We will finish the year by honoring the accomplishments of outstanding chapter members, parents and community members at our 17th annual awards banquet.

Jurupa Valley was the first school in southern California to offer a horsemanship class where students have the opportunity to learn about horses, ride almost every day and earn P.E. credit. This hands-on class teaches you everything from horse safety to grooming and riding. On the Jurupa Valley campus we have a dozen horses housed in a 12-stall barn and students practice their riding skills in our arena.

As we begin to wrap up a busy year, the Jurupa Valley FFA, its members, advisors, parents and community supporters feel honored and privileged to be chosen as the outstanding FFA chapter in California.

Outstanding Chapter

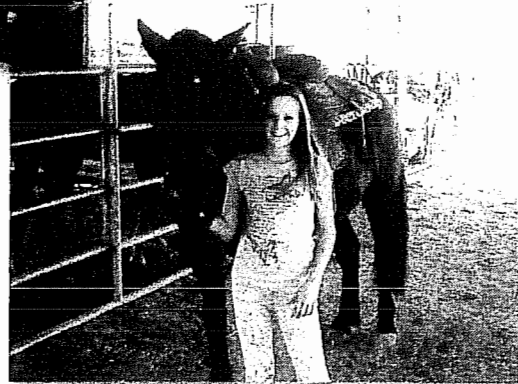
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Santa's helpers volunteering at the Migron Schweitzer Distribution Center.



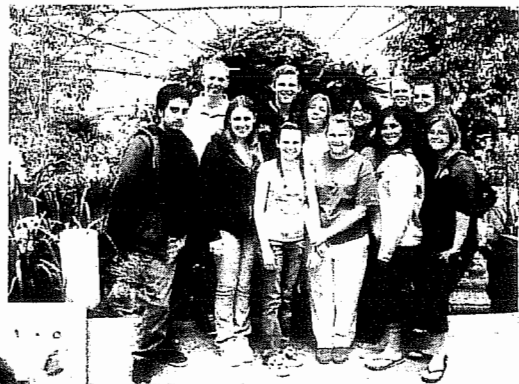
Jurupa Valley FFA Spirit Squad.



At the equine unit, agriculture students learn the basics of horsemanship and receive P.E. credit for their work.



Members of the Jurupa Valley FFA Parli-Pro teams.



Another aspect to Jurupa Valley FFA Chapter is the incredible greenhouse and orchid garden.



The Jurupa Valley FFA Chapter Officers sharing a laugh.

**JURUPA UNIFIED SCHOOL DISTRICT
2008 GRADUATION AND PROMOTION EXERCISES**

<u>SCHOOL</u>	<u>TIME AND PLACE</u>	<u>BOARD MEMBER</u>	<u>ADMINISTRATORS</u>
Jurupa Middle Promotion	June 17, 2008 Tuesday, 9:30 a.m. Jurupa Middle School	Carl Harris	
Mira Loma Middle Promotion	June 17, 2008 Tuesday, 10:00 a.m. Mira Loma Middle School	Michael Rodriguez John Chavez	
Mission Middle Promotion	June 17, 2008 Tuesday, 9:30 a.m. Mission Middle School	Dawn Brewer Mary Burns	
Jurupa Valley High Graduation	June 12, 2008 Thursday, 6:00 p.m. Jurupa Valley Stadium	Michael Rodriguez	
Patriot High Graduation	June 11, 2008 Wednesday, 6:30 p.m. Ed Hawkins Stadium	Dawn Brewer John Chavez	
Rubidoux High Graduation	June 10, 2008 Tuesday, 6:30 p.m. Ed Hawkins Stadium	Mary Burns	
Nueva Vista High	June 12, 2008 Thursday, 6:00 p.m. UCR Theater	John Chavez	

SENIOR AWARDS NIGHT

Jurupa Valley High Awards Night	June 3, 2008 - Tuesday Jurupa Valley High, Gym
Patriot High Awards Night	June 5, 2008 - Thursday Patriot High School, Gym
Rubidoux High Awards Night	June 4, 2008 - Wednesday Rubidoux High School, Gym

5/5/08
ED/bh

Please note that per action of the Board on October 17, 2005, this Board meeting has been recorded and these minutes are process-oriented minutes.

JURUPA UNIFIED SCHOOL DISTRICT
RIVERSIDE, CALIFORNIA

**MINUTES OF THE REGULAR MEETING
MONDAY, APRIL 21, 2008**

OPEN PUBLIC SESSION

CALL TO ORDER	Mr. Carl Harris, President, called the Regular Meeting of the Jurupa Unified School District Board of Education to order at 5:01 p.m. on Monday, April 21, 2008, in the Patriot High School Theater, 4355 Camino Real, Riverside, California.
ROLL CALL	<u>Members of the Board present were:</u> Carl Harris, President Mary Burns, Clerk Dawn Brewer, Member John Chavez, Member Michael Rodriguez, Member
STAFF PRESENT	<u>Staff Advisers present were:</u> Elliott Duchon, Superintendent Pam Lauzon, Assistant Superintendent Business Services Tammy Elzig, Assistant Superintendent Personnel Services Jackie Espinoza, Assistant Superintendent Education Services Steve Eimers, Director of Administrative Services <u>Other Participants</u> Steve DeBaun, Attorney with Best, Best & Krieger Christopher Keeler, Attorney with Fagen, Friedman & Fulfrost
	Superintendent Duchon announced that after the posting of the agenda, administration received notice of a student placement issue that needed immediate attention. It was necessary for the Board to act on this student issue tonight and a vote was taken to discuss the matter in Closed Session. Mrs. Burns moved that the Board discuss the student placement issue in Closed Session. Mrs. Brewer seconded the motion, which carried unanimously.
PUBLIC VERBAL COMMENTS	President Harris opened the Public Verbal Comments session. No comments were received.
HEARING SESSION	
ADJOURN TO CLOSED SESSION	President Harris noted that the Board would adjourn to Closed Session to discuss the following: Student Discipline Cases #07-155, #08-160, #08-194, #08-203, #08-217, #08-224, #08-226, #08-229, #08-232, #08-236, #08-239, #08-240, #08-241, #08-243, #08-228, #08-184, and #08-238; Its positions regarding any

	<p>matter within the scope of representation and instructing its designated representatives for negotiations with employee groups: National Education Association-Jurupa and California School Employees' Association; personnel matters as shown on the Personnel Report to include public employee discipline/dismissal/release/layoff/non-renewal/reassignment/reclassification/resignation/retirement/suspension; Conference with Legal Counsel – Existing Litigation: Case Number RIC 488865 and Conference with Legal Counsel – Existing Litigation: Case Number RIC496458.</p> <p>At 5:04 p.m., the Board recessed to Closed Session.</p> <p>At 5:54 p.m., the Board adjourned from Closed Session.</p>
	PUBLIC SESSION
CALL TO ORDER	At 6:06 p.m., President Harris called the meeting to order in Public Session.
ROLL CALL BOARD	Mr. Harris, Mrs. Burns, Mrs. Brewer, Mr. Chavez, Mr. Rodriguez
ROLL CALL STUDENTS	Andre Ortiz, absent; Adrianna Davidek, present; Monica Frias, absent
FLAG SALUTE	Mr. Harris led the Pledge of Allegiance.
MOMENT OF SILENCE	A moment of silence was held for Jamie Farris, 10 th grade student at Rubidoux High School, who passed away on Sunday, April 13 th .
NATIONAL ANTHEM	The National Anthem was sung by the Jurupa Valley High School Chamber Singers.
	COMMUNICATIONS SESSION
HEAR REPORTS FROM STUDENT BOARD MEMBERS	Student Board Member, Adrianna Davidek, updated the Board on recent activities at Patriot High School. Andre Ortiz and Monica Frias were not present.
	Mr. Steve DeBaun, Attorney with Best, Best & Krieger, reported that in Closed Session the Board voted to defend the District in Case Number RIC496458.
RECOGNITIONS	
Jurupa Valley High School Chamber Singers	<p>Several members of the Jurupa Valley High School Chamber singers were recognized, as follows:</p> <ul style="list-style-type: none"> • Kevin Lew – Selected as a member of the American Choral Directors Association Convention High School Honor Choir. • Cassie Parmenter – Selected as a member of the All State High School Honor Choir. • Twenty young ladies of the Choir Department selected to perform at the 3rd Annual Young Women in Harmony "Diva Day" Festival. • Eleven young men of the Choir Department selected to perform at the Young Men in Harmony Festival. <p>The students performed two musical selections.</p>
California Distinguished School	Sunnyslope Elementary School was recognized for their selection as a 2008 California Distinguished School. Sunnyslope Elementary School will be honored by the State Superintendent of Schools at the California Distinguished School Awards Ceremony on May 16 th in Anaheim.

<p>Cinco de Mayo Celebration</p> <p>Site and District "Teachers of the Year"</p>	<p>The Cinco de Mayo Holiday will be celebrated districtwide with activities, such as art contests, library displays, classroom presentations, guest speakers, oral presentations, Folklorico dancing and special lessons.</p> <p>The Board and Administration recognized the 24 teachers selected as their respective site's "Teacher of the Year" as follows:</p> <table border="0"> <thead> <tr> <th style="text-align: center;"><u>Teacher</u></th> <th style="text-align: center;"><u>Site</u></th> </tr> </thead> <tbody> <tr><td>Denise Turner</td><td>Camino Real Elementary</td></tr> <tr><td>Leslee Brandom</td><td>Glen Avon Elementary</td></tr> <tr><td>Sandie Pedro</td><td>Granite Hill Elementary</td></tr> <tr><td>Silvana Diaz</td><td>Ina Arbuckle Elementary</td></tr> <tr><td>Lisa MacDougall</td><td>Indian Hills Elementary</td></tr> <tr><td>Debbi England</td><td>Mission Bell Elementary</td></tr> <tr><td>Terese Miranda</td><td>Pacific Avenue Elementary</td></tr> <tr><td>Lourdes Ruelas</td><td>Pedley Elementary</td></tr> <tr><td>Caroline Carson</td><td>Peralta Elementary</td></tr> <tr><td>Julia Hong</td><td>Rustic Lane Elementary</td></tr> <tr><td>Charles Lantz</td><td>Sky Country Elementary</td></tr> <tr><td>Kelly Scroggins</td><td>Stone Avenue Elementary</td></tr> <tr><td>Lorayne Corcoran</td><td>Sunnyslope Elementary</td></tr> <tr><td>Lynee' Tieri</td><td>Troth Street Elementary</td></tr> <tr><td>Aaron Smith</td><td>Van Buren Elementary</td></tr> <tr><td>Chet Edmunds</td><td>West Riverside Elementary</td></tr> <tr><td>Darrel Walker</td><td>Jurupa Middle</td></tr> <tr><td>Mary Ward</td><td>Mira Loma Middle</td></tr> <tr><td>Doug Stevens</td><td>Mission Middle</td></tr> <tr><td>Stella Sloan</td><td>Jurupa Valley High</td></tr> <tr><td>Staci Della-Rocco</td><td>Patriot High</td></tr> <tr><td>Harrison Cole</td><td>Rubidoux High</td></tr> <tr><td>Kathy McSkimming</td><td>Learning Center</td></tr> <tr><td>Karen Lancaster</td><td>Nueva Vista Cont. High</td></tr> </tbody> </table> <p>The following three teachers were selected to continue as participants in the Riverside County "Teacher of the Year" competition:</p> <table border="0"> <tbody> <tr><td>Silvana Diaz</td><td>Ina Arbuckle Elementary</td></tr> <tr><td>Darrel Walker</td><td>Jurupa Middle</td></tr> <tr><td>Staci Della-Rocco</td><td>Patriot High</td></tr> </tbody> </table>	<u>Teacher</u>	<u>Site</u>	Denise Turner	Camino Real Elementary	Leslee Brandom	Glen Avon Elementary	Sandie Pedro	Granite Hill Elementary	Silvana Diaz	Ina Arbuckle Elementary	Lisa MacDougall	Indian Hills Elementary	Debbi England	Mission Bell Elementary	Terese Miranda	Pacific Avenue Elementary	Lourdes Ruelas	Pedley Elementary	Caroline Carson	Peralta Elementary	Julia Hong	Rustic Lane Elementary	Charles Lantz	Sky Country Elementary	Kelly Scroggins	Stone Avenue Elementary	Lorayne Corcoran	Sunnyslope Elementary	Lynee' Tieri	Troth Street Elementary	Aaron Smith	Van Buren Elementary	Chet Edmunds	West Riverside Elementary	Darrel Walker	Jurupa Middle	Mary Ward	Mira Loma Middle	Doug Stevens	Mission Middle	Stella Sloan	Jurupa Valley High	Staci Della-Rocco	Patriot High	Harrison Cole	Rubidoux High	Kathy McSkimming	Learning Center	Karen Lancaster	Nueva Vista Cont. High	Silvana Diaz	Ina Arbuckle Elementary	Darrel Walker	Jurupa Middle	Staci Della-Rocco	Patriot High
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<p>PUBLIC VERBAL COMMENTS</p>	<p>Mr. John McLaurin, Community Member, commented on the use of Roberts Rules of Order and parliamentary procedures during Board meetings. He also addressed the Board on the district's student discipline process.</p> <p>Community Members Ms. Brittany Parham, Mr. Warren Lucio, Ms. Cindy Sheirer, Ms. Tammy Beitler and Mr. Shawn Beitler spoke on staffing of the JVHS Agriculture Program and requested the Board maintain staffing at current levels.</p> <p>Mr. Bruce Ravenscroft, teacher, addressed the Board on the expenditure of SIP funds districtwide and read a letter he has submitted to the California Department of Education regarding this issue.</p>																																																								

PUBLIC VERBAL COMMENTS (continued)	Mr. Ron Crawford, teacher, requested the Board allow students who have completed all credit requirements, but who have not passed the high school exit exam, to walk at graduation.
BOARD MEMBER COMMENTS	<p>Mr. Rodriguez questioned the attendance of attorneys in Open Session and requested that the Superintendent provide the Board with the cost for their attendance at the last two Board meetings. He stated he is a supporter of FFA and requested that the Superintendent provide the Board, in the Friday Letter, the cost to maintain JVHS Agriculture staff at the current level. Mr. Rodriguez congratulated all the award winners and stated he received a letter from a community member and requested that the Superintendent distribute the letter to Board Members. He again questioned why attorneys were present this evening. Mr. Duchon stated that both attorneys were present at his request; one attorney was present to represent himself and Mr. Harris regarding a specific lawsuit and the second attorney was present in case information was presented during public or board member comments. Mr. Rodriguez requested the Superintendent provide him with the cost for the attorneys' attendance at the last two Board meetings.</p> <p>Mr. Chavez congratulated the award winners, Sunnyslope Elementary School and the Jurupa Valley Chamber Singers. He stated he has always been a supporter of the FFA program.</p> <p>Mrs. Brewer congratulated the Teachers of the Year and JVHS Chamber Singers, and thanked PHS for their hospitality this evening. She reported on her attendance at a workshop on bullying at Mission Middle School, a luncheon event at Glen Avon Elementary School featuring the site's "Capturing Kids' Hearts" Program and the "Thinking Mats" program at Camino Real Elementary School. She reminded the Board of Teen Expo, which will be held the next weekend.</p> <p>Mrs. Burns stated her support for the district's agriculture programs.</p> <p>Mr. Harris congratulated the "Teachers of the Year" and Sunnyslope Elementary School on their Distinguished School and Title I Achievement Awards. He stated he was proud of the young people who spoke on Jurupa Valley's FFA Program and that he is a supporter of FFA. Mr. Harris commented on the lawsuit by Mr. Rodriguez and the cost to the district.</p>
BOARD MEMBER COMMITTEE REPORTS	<p>Mrs. Brewer reported on the Safe Schools Committee meeting.</p> <p>Mr. Chavez reported on his attendance at the Café Literio meeting.</p> <p>There were no other Board Member Committee Reports.</p>
ADMINISTRATIVE REPORTS AND WRITTEN COMMUNICATIONS	<p>2008 Graduation and Promotion Exercises</p> <p>Mr. Duchon requested the Board work with his staff on Board assignments for graduation and promotion exercises.</p>

Williams Settlement Quarterly Uniform Complaint Report Summary	Mr. Duchon reviewed with the Board the Williams Quarterly Uniform Complaint Report.
California High School Exit Exam Results	Mrs. Jackie Espinoza provided an update to the Board on the status of current 12 th grade students who have fulfilled all local and state graduation requirements, except for the passage of the California High School Exit Exam (CAHSEE). Mrs. Espinoza reported that there are currently 94 seniors with adequate credits, but have not meet the CAHSEE requirements. Of the 94 students, 58 are special education students and 36 are regular education students. On May 6 th & 7 th , these students will have a final opportunity to retake the test.
Other Administrative Reports	<p>Mr. Duchon recognized administrators for their awards from the following organizations:</p> <ul style="list-style-type: none"> • Mrs. Cindy Freeman, Association of California School Administrators (ACSA) Region XIX Middle Grades Principal of the Year. • Mr. Dave Doubravsky, Western Riverside County Association of School Managers (WRCASM) Elementary Principal of the Year. • Ms. Ilsa Garza-Gonzalez, Western Riverside County Association of School Managers (WRCASM) Secondary Principal of the Year.
HEARING SESSION	
PUBLIC HEARING ON STATE DEFERRED MAINTENANCE FIVE-YEAR PLAN	President Carl Harris formally opened the public hearing on State Deferred Maintenance Five-Year Plan. There were no comments from the public and the hearing was closed.
ACTION SESSION	
APPROVE ROUTINE ACTION ITEMS BY CONSENT – MOTION #257	Mrs. Brewer moved the Board approve Routine Action Items A 1-9. Mrs. Burns seconded the motion, which carried unanimously as follows: Minutes of April 7, 2008 Regular Meeting; Disbursement Orders; Purchase Orders; Agreements; Payroll Report; Donations; Notice of Completion for Byrom-Davey, Inc. for Stadium Track/Field-Sitework at Ed Hawkins Stadium; Non-Routine Student Field Trip Request from Ms. Davis for 50 Mira Loma Middle School students to travel to San Clemente, CA to attend an end-of-the-year AVID student team-building and celebration May 16-18, 2008; Non-Routine Student Field Trip Request from Ms. Boggio for 23 Patriot High School students to travel to San Diego, CA to visit colleges May 19-21, 2008.
APPROVE DEDUCTIVE CHANGE ORDER 7, CATEGORY 26 – BYROM-DAVEY, INC., CONTRACT #1000292, RENOVATION OF EDWARD E. HAWKINS STADIUM, RUBIDOUX HIGH SCHOOL - MOTION #258	Mr. Chavez moved the Board approve Deductive Change Order 7, Category 26, Byrom-Davey, Inc., Contract #1000292, Renovation of Edward E. Hawkins Stadium, Rubidoux High School, in the amount of (\$20,710.56) or from \$1,557,242.00 to \$1,536,531.44. Mrs. Brewer seconded the motion, which carried unanimously.

APPROVE PURCHASE OF ADDITIONAL STORAGE AREA NETWORK (SAN) CAPACITY FOR EDUCATION CENTER-TECHNOLOGY – MOTION #259	Mrs. Burns moved the Board approve the purchase of additional Storage Area Network (SAN) capacity for Education Center-Technology from CDW-G, in the amount of \$34,480.00. Mrs. Brewer seconded the motion, which carried unanimously.
APPROVE SUBMITTAL OF STATE DEFERRED MAINTENANCE FIVE-YEAR PLAN – MOTION #260	Mrs. Brewer moved the Board approve the submittal of the State Deferred Maintenance Five-Year Plan. Mrs. Burns seconded the motion, which carried unanimously.
APPROVE PURCHASE OF FLORESCENT RECESSED GYMNASIUM HIGH LUMEN LIGHT BALLASTS – MOTION #261	Mrs. Brewer moved the Board approve the purchase of Florescent Recessed Gymnasium High Lumen Light Ballasts from Consolidated Electrical Distributors, in the amount of \$31,709.57. Mrs. Burns seconded the motion, which carried 4-1; Nay, Mr. Rodriguez.
ADOPT RESOLUTION NO. 2008/39, AUTHORIZATION TO ENCUMBER FUNDS FOR THE 2008/09 FISCAL YEAR – MOTION #262	Mrs. Brewer moved the Board adopt Resolution No. 2008/39, Authorization to Encumber Funds for the 2008/09 fiscal year. Mrs. Burns seconded the motion, which carried unanimously.
APPROVE HEAD START FUNDING APPLICATION FOR SCHOOL YEAR 2008-2009 – MOTION #263	Mrs. Burns moved the Board approve the Head Start Program funding application for school year 2008-2009. Mrs. Brewer seconded the motion, which carried unanimously.
APPROVE AT A FIRST INFORMATIONAL READING NEW BOARD POLICY AND REGULATION 6162.52, HIGH SCHOOL EXIT EXAM – MOTION #264	Mrs. Brewer moved the Board approve at first reading new Board Policy and Regulation 6162.52, High School Exit Exam. Mr. Chavez seconded the motion, which carried unanimously.
ADOPT AT A SECOND READING REVISED BOARD POLICY 6146.1 (FORMERLY BOARD POLICY 6161), HIGH SCHOOL GRADUATION REQUIREMENTS – MOTION #265	Mrs. Brewer moved the Board adopt at a second reading revised Board Policy 6146.1 (formerly Board Policy 6161), High School Graduation Requirements. Mrs. Burns seconded the motion, which carried unanimously.
ADOPT AT A SECOND READING REVISED BOARD POLICY 6146.12 (FORMERLY BOARD POLICY 6162), GRADUATION REQUIREMENTS FOR CONTINUATION HIGH SCHOOLS – MOTION #266	Mrs. Brewer moved the Board adopt at a second reading revised Board Policy 6146.12, Graduation Requirements for Continuation High Schools. Mrs. Burns seconded the motion, which carried unanimously.
ADOPT AT A SECOND READING REVISED BP AND REG 6146.4 (FORMERLY BP AND REG. 6160.5), DIFFERENTIAL GRAD STANDARDS FOR STUDENTS WITH DISABILITIES – MOTION #267	Mrs. Brewer moved the Board adopt at a second reading revised Board Policy and Regulation 6146.4, Differential Graduation Standards for Students with Disabilities. Mr. Chavez seconded the motion, which carried unanimously.

<p>ADOPT AT A SECOND READING REVISED BOARD POLICY 5127 (FORMERLY BOARD POLICY 6166), GRADUATION CEREMONIES AND ACTIVITIES – MOTION #268</p>	<p>Mr. Chavez moved the Board adopt at a second reading revised Board Policy 5127 (formerly Board Policy 6166), Graduation Ceremonies and Activities. Mrs. Burns seconded the motion, which carried unanimously.</p>
<p>ACT ON STUDENT DISCIPLINE CASES – MOTION #269</p>	<p>Mr. Duchon made the following correction to student discipline: Discipline Case #08-184 should read Discipline Case #08-252.</p> <p>Mrs. Burns moved the Board approve the recommendations for the discipline cases with the listed change. Mrs. Brewer seconded the motion, which carried 4-0-1; abstention, Mr. Rodriguez, as follows:</p> <p>Expel the pupil in Discipline Case #07-155 under the terms of the original expulsion order for violation of the Student Behavior Contract. The pupil is referred to Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 16, 2008; Expel the pupil in Discipline Case #08-160 Violation of Education Code Sections 48900 (f), (k) and 48915 (e) for the Spring Semesters 2008 and Fall Semester 2008. The pupil is assigned to the Jurupa Community School, operated by the Riverside County Office of Education. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case #08-194 Violation of Education Code Sections 48900 (f), (k) and 48915 (e) for the Spring Semesters 2008 and Fall Semester 2008. The pupil is assigned to the Jurupa Community School, operated by the Riverside County Office of Education. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case #08-203 Violation of Education Code Sections 48900 (i), (k) and 48915 (e) for the Spring Semesters 2008 and Fall Semester 2008. The pupil is assigned to the Jurupa Community School, operated by the Riverside County Office of Education. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case #08-217 Violation of Education Code Sections 48900 (a)(1), (i), (k) and 48915 (b), (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil is assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case #08-224 Violation of Education Code Sections (k) and 48915 (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil is assigned to Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case #08-226 Violation of Education Code Sections 48900 (a)(2), (k) and 48915 (b), (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil is assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case #08-229 Violation of</p>

ACT ON STUDENT DISCIPLINE
CASES (continued)

Education Code Sections 48900 (i), (k) and 48915 (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil is assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case **#08-232** Violation of Education Code Sections 48900 (a)(1), (a)(2), (k) and 48915 (b), (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil is assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case **#08-236** Violation of Education Code Sections 48900 (e), (k) and 48915 (b), (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil is assigned to the Jurupa Community School, operated by the Riverside County Office of Education. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case **#08-239** Violation of Education Code Sections 48900 (b), (k) and 48915 (b), (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil is assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case **#08-240** Violation of Education Code Sections 48900 (i), (k) and 48915 (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil is assigned to the Jurupa Community School, operated by the Riverside County Office of Education. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case **#08-241** Violation of Education Code Sections 48900 (c), (k) and 48915 (b), (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil is assigned to the Jurupa Community School, operated by the Riverside County Office of Education. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case **#08-243** Violation of Education Code Sections 48900 (b), (k) and 48915 (a)(2), (b), (e) for the Spring Semester 2008 and Fall Semester 2008. The pupil is assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case **#08-228** Violation of Education Code Sections 48900 (a)(1), (i), (k), (.4) and 48915 (b), (e) for the Spring Semester 2008 and Fall Semester 2008. However, the enforcement of the expulsion is suspended for the Fall Semester and the student is placed on school probation. The pupil is assigned to Community Day School, operated at the District Learning Center. This case shall be reviewed in May for educational placement for the Fall Semester. This case will be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 20, 2009; Expel the pupil in Discipline Case **#08-252** Violation of Education Code Sections 48900 (g), (k), (o), (.4) and 48915 (b), (e) for Spring Semester 2008 and Fall Semester 2008. However, the enforcement of the expulsion is suspended and the student is placed on school probation with placement at another elementary school. The pupil shall be reviewed for possible reinstatement to the Jurupa Unified School District on or before January

ACT ON STUDENT DISCIPLINE CASES (continued)	20, 2009; Expel the pupil in Discipline Case #08-238 Violation of Education Code Sections 48900 (c), (k) and 48915 (b), (e) for Spring Semester 2008 and Fall Semester 2008. However, the enforcement of the expulsion is suspended and the student is placed on school probation with placement at Rubidoux High School. The pupil shall be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 20, 2009.
APPROVE PERSONNEL MATTERS Approve Personnel Report #18 – Motion #270	Mrs. Brewer moved that the Board approve Personnel Report #18 as printed. Mrs. Burns seconded the motion, which carried unanimously. Mrs. Elzig reported that in Closed Session the Board voted by a vote of 5-0 to accept the resignation of Mr. Jay Hammer, Teacher, effective June 18, 2008.
ADJOURNMENT	ADJOURNMENT There being no further business or reportable action, President Harris adjourned the Regular Meeting from Public Session at 9:27 p.m. MINUTES OF THE REGULAR MEETING OF APRIL 21, 2008 ARE APPROVED AS: _____ _____ _____ <div style="display: flex; justify-content: space-around;"> President Clerk </div> _____ Date

JURUPA UNIFIED SCHOOL DISTRICT
REPORT OF DISBURSEMENT ORDER PURCHASES
Purchases Over \$1
04/04/08 thru 04/18/08

Line #	Fund	Sch	Resource	Vendor	Description	Amount
1	03	500	UNRESTRICTED	SHAMMAS, SANDY	REIMBURSE MILEAGE	53.64
2	03	500	UNRESTRICTED	MOSTAMAND INC. SHELL	FUEL FEB/MARCH 08	197.65
3	03	310	UNRESTRICTED	MOSTAMAND INC. SHELL	FUEL FEB/MARCH 08	140.50
4	03	300	UNRESTRICTED	MOSTAMAND INC. SHELL	FUEL FEB/MARCH 08	311.10
5	03	500	UNRESTRICTED	MOSTAMAND INC. SHELL	FUEL FEB/MARCH 08	263.00
6	03	500	UNRESTRICTED	HERNANDEZ, AGUSTIN	REIMBURSE MILEAGE	145.79
7	03	500	UNRESTRICTED	AT & T INTERNET SERVICES	PHONE APR 08	1,462.00
8	03	310	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	7,879.17
9	03	200	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	1,437.79
10	03	135	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	1,323.92
11	03	120	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	868.89
12	03	410	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	832.53
13	03	300	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	5,701.73
14	03	205	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	3,376.37
15	03	160	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	1,422.83
16	03	150	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	1,096.64
17	03	155	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	1,035.42
18	03	500	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER APR 08	975.54
19	03	305	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	17,708.06
20	03	155	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	5,198.27
21	03	150	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	3,936.74
22	03	145	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	4,953.21
23	03	115	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	4,398.20
24	03	205	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	9,483.96
25	03	140	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	4,904.76
26	03	160	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	4,552.60
27	03	120	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	5,520.16
28	03	110	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	5,608.89
29	03	500	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	12,504.54
30	03	210	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	7,085.67
31	03	200	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	8,078.31
32	03	175	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	3,015.94
33	03	130	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	3,564.84
34	03	125	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	3,559.82
35	03	410	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	2,176.25
36	03	310	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	31,174.17
37	03	300	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	30,194.73
38	03	165	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	4,572.04

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**JURUPA UNIFIED SCHOOL DISTRICT
REPORT OF DISBURSEMENT ORDER PURCHASES**

Purchases Over \$1
04/04/08 thru 04/18/08

Line #	Fund	Sch	Resource	Vendor	Description	Amount
39	03	135	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	4,162.96
40	03	170	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	3,913.88
41	03	100	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC APR 08	5,282.78
42	03	500	UNRESTRICTED	KEZELE, GARY L.	REIMBURSE MILEAGE	64.76
43	03	500	UNRESTRICTED	SMITH, MEAGHAN	REIMBURSE MILEAGE	332.72
44	03	500	UNRESTRICTED	RIVERSIDE COUNTY OFFICE OF ED	CONF FEES CELEBRATING EDUCATORS LUNCH, (16) 1 DAY	320.00
45	03	500	UNRESTRICTED	LANCASTER, KAREN	REIMBURSE MILEAGE	77.00
46	03	500	UNRESTRICTED	HUBER, KATHLEEN	REIMBURSE MILEAGE	12.00
47	03	500	UNRESTRICTED	MURRAY, MICHELLE	REIMBURSE MILEAGE	98.00
48	03	500	UNRESTRICTED	MORALES, SHIRLEY	REIMBURSE MILEAGE	80.75
49	03	310	UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	80.48
50	03	500	UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	797.28
51	03	500	UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	93.69
52	03	160	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	358.51
53	03	150	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	919.74
54	03	120	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	235.64
55	03	115	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	502.14
56	03	300	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	19,843.55
57	03	155	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	211.92
58	03	100	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	178.99
59	03	310	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	1,072.58
60	03	110	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	203.61
61	03	305	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	5,965.97
62	03	205	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	65.28
63	03	170	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	574.42
64	03	130	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	276.17
65	03	500	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	2,128.49
66	03	175	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	217.30
67	03	200	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	1,042.89
68	03	125	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	280.73
69	03	410	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	248.02
70	03	210	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	451.68
71	03	165	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	419.24
72	03	145	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	321.24
73	03	140	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	478.31
74	03	135	UNRESTRICTED	THE GAS COMPANY	ELECTRIC APR 08	1,412.71
75	03	500	UNRESTRICTED	RIVERSIDE COUNTY OFFICE OF ED	CONF FEES ADMIN. OF THE CAPA AND CMA (2) 1 DAY	50.00
76	03	405	UNRESTRICTED	NEXTEL	PHONE MAR 08	50.67

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JURUPA UNIFIED SCHOOL DISTRICT
REPORT OF DISBURSEMENT ORDER PURCHASES
Purchases Over \$1
04/04/08 thru 04/18/08

Line #	Fund	Sch	Resource	Vendor	Description	Amount
77	03	300	UNRESTRICTED	NEXTEL	PHONE MAR 08	38.62
78	03	500	UNRESTRICTED	NEXTEL	PHONE MAR 08	55.31
79	03	200	UNRESTRICTED	NEXTEL	PHONE MAR 08	44.12
80	03	500	UNRESTRICTED	NEXTEL	PHONE MAR 08	253.74
81	03	205	UNRESTRICTED	NEXTEL	PHONE MAR 08	36.80
82	03	210	UNRESTRICTED	NEXTEL	PHONE MAR 08	36.80
83	03	500	UNRESTRICTED	NEXTEL	PHONE MAR 08	3,341.62
84	03	305	UNRESTRICTED	NEXTEL	PHONE MAR 08	36.80
85	03	500	UNRESTRICTED	VERIZON WIRELESS	PHONE MAR/ APR 08	201.84
86	03	305	UNRESTRICTED	MOBIL BUSINESS	GASOLINE APR 08	118.21
87	03	500	UNRESTRICTED	BANKCARD SERVICES	SUPPLIES	200.00
88	03	500	UNRESTRICTED	BANKCARD SERVICES	SUPPLIES	39.46
89	03	305	UNRESTRICTED	NEXTEL	PHONE APR 08	36.56
90	03	500	UNRESTRICTED	NEXTEL	PHONE APR 08	40.42
91	03	300	UNRESTRICTED	NEXTEL	PHONE APR 08	36.56
92	03	500	UNRESTRICTED	NEXTEL	PHONE APR 08	3,390.02
93	03	205	UNRESTRICTED	NEXTEL	PHONE APR 08	36.56
94	03	200	UNRESTRICTED	NEXTEL	PHONE APR 08	51.21
95	03	500	UNRESTRICTED	NEXTEL	PHONE APR 08	295.56
96	03	405	UNRESTRICTED	NEXTEL	PHONE APR 08	50.16
97	03	210	UNRESTRICTED	NEXTEL	PHONE APR 08	36.56
98	03	500	UNRESTRICTED	BANKCARD SERVICES	SUPPLIES	935.09
99	03	500	UNRESTRICTED	BANKCARD SERVICES	SUPPLIES	173.96
100	03	500	UNRESTRICTED	STATE BOARD OF EQUALIZATION	UNDERGROUND STOR. TANK MAINT RETURN 1/08-3/08	232.28
101	03	001	UNRESTRICTED	STATE BOARD OF EQUALIZATION	SALES AND USE TAX RETURN 1/08-3/08	6,157.00
102	03	500	UNRESTRICTED	COUNTY OF RIVERSIDE HEALTH DPT	SNACK BAR PERMIT	189.00
103	03	500	UNRESTRICTED	COUNTY OF RIVERSIDE HEALTH DPT	SNACK BAR PERMIT	189.00
104	03	305	UNRESTRICTED	AT&T/MCI	PHONE BILL APR 08	33.79
105	03	500	UNRESTRICTED	AT&T/MCI	PHONE BILL APR 08	28.43
106	03	405	UNRESTRICTED	AT&T/MCI	PHONE BILL APR 08	16.04
107	03	500	UNRESTRICTED	AT&T/MCI	PHONE BILL APR 08	3,247.20
108	03	300	UNRESTRICTED	AT&T/MCI	PHONE BILL APR 08	16.48
109	03	110	DISCRETIONARY	GONZALEZ, VENANCIO	REIMBURSE TEXTBOOK	8.00
110	03	135	DISCRETIONARY	JOB, VICTORIA	REIMBURSE SUPPLIES	88.55
111	03	410	DISCRETIONARY	RIVERSIDE COUNTY OFFICE OF ED	CONF FEES ACHIEVEMENT ALT. EDUC. (1) 1 DAY	30.00
112	03	410	DISCRETIONARY	CHALMERS, MICHAEL	REIMBURSE MILEAGE	37.83
113	03	100	DISCRETIONARY	CRUZ, JOE	REIMBURSE TEXTBOOK	14.00
114	03	305	DISCRETIONARY	NEXTEL	PHONE MAR 08	53.42

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JURUPA UNIFIED SCHOOL DISTRICT
REPORT OF DISBURSEMENT ORDER PURCHASES
Purchases Over \$1
04/04/08 thru 04/18/08

Line #	Fund	Sch	Resource	Vendor	Description	Amount
115	03	115	DISCRETIONARY	NEXTEL	PHONE MAR 08	24.64
116	03	210	DISCRETIONARY	NEXTEL	PHONE MAR 08	20.55
117	03	310	DISCRETIONARY	NEXTEL	PHONE MAR 08	22.59
118	03	305	DISCRETIONARY	NEXTEL	PHONE APR 08	36.56
119	03	210	DISCRETIONARY	NEXTEL	PHONE APR 08	20.29
120	03	210	DISCRETIONARY	THE PARENTS OF JESSE ALFARD	REIMBURSE TEXTBOOK	8.00
121	03	305	DISCRETIONARY	AT&T/MCI	PHONE APR 08	1,033.51
122	03	175	DISCRETIONARY	AT&T/MCI	PHONE APR 08	118.00
123	03	150	DISCRETIONARY	AT&T/MCI	PHONE APR 08	91.34
124	03	120	DISCRETIONARY	AT&T/MCI	PHONE APR 08	93.62
125	03	105	DISCRETIONARY	AT&T/MCI	PHONE APR 08	202.65
126	03	205	DISCRETIONARY	AT&T/MCI	PHONE APR 08	275.69
127	03	170	DISCRETIONARY	AT&T/MCI	PHONE APR 08	140.54
128	03	165	DISCRETIONARY	AT&T/MCI	PHONE APR 08	113.72
129	03	115	DISCRETIONARY	AT&T/MCI	PHONE APR 08	109.82
130	03	140	DISCRETIONARY	AT&T/MCI	PHONE APR 08	119.38
131	03	135	DISCRETIONARY	AT&T/MCI	PHONE APR 08	118.33
132	03	210	DISCRETIONARY	AT&T/MCI	PHONE APR 08	152.65
133	03	160	DISCRETIONARY	AT&T/MCI	PHONE APR 08	110.44
134	03	155	DISCRETIONARY	AT&T/MCI	PHONE APR 08	99.93
135	03	145	DISCRETIONARY	AT&T/MCI	PHONE APR 08	129.90
136	03	110	DISCRETIONARY	AT&T/MCI	PHONE APR 08	78.20
137	03	100	DISCRETIONARY	AT&T/MCI	PHONE APR 08	116.09
138	03	415	DISCRETIONARY	AT&T/MCI	PHONE APR 08	24.77
139	03	410	DISCRETIONARY	AT&T/MCI	PHONE APR 08	138.42
140	03	200	DISCRETIONARY	AT&T/MCI	PHONE APR 08	286.60
141	03	310	DISCRETIONARY	AT&T/MCI	PHONE APR 08	1,127.06
142	03	130	DISCRETIONARY	AT&T/MCI	PHONE APR 08	83.37
143	03	125	DISCRETIONARY	AT&T/MCI	PHONE APR 08	197.65
144	03	300	DISCRETIONARY	AT&T/MCI	PHONE APR 08	1,143.91
145	03	500	CLRG ACCT- FRANCHISE	STATE OF CALIFORNIA	PAYMENT OF WITHHOLDING ORDER	134.50
146	03	500	REACH THE TOOTH GOLD	AMERICAN DNTL. PROF. SRVCS LLC	DENTAL INSURANCE	385.10
147	03	500	MANDATED COST REIMB	BANKCARD SERVICES	SUPPLIES	232.10
148	03	500	HEALTH & WELFARE CLE	REEP KAISER	MEDICAL INSURANCE	48,327.42
149	03	105	LOTTERY: UNRESTRICTE	JURUPA COMMUNITY SERVICES	WATER APR 08	456.50
150	03	105	LOTTERY: UNRESTRICTE	SO CALIFORNIA EDISON	ELECTRIC APR 08	3,099.23
151	03	105	LOTTERY: UNRESTRICTE	THE GAS COMPANY	GAS APR 08	471.09
					TOTAL FUND 03	332,712.93

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**JURUPA UNIFIED SCHOOL DISTRICT
REPORT OF DISBURSEMENT ORDER PURCHASES**

Purchases Over \$1
04/04/08 thru 04/18/08

Line #	Fund	Sch	Resource	Vendor	Description	Amount
152	06	165	NCLB: TITLE I, PART A, B	MARTINEZ, JOVANKA	REIMBURSE TRAVEL	740.11
153	06	165	NCLB: TITLE I, PART A, B	RIVERSIDE COUNTY OFFICE OF ED	CONF. FEE: CELEBRATING EDUCATORS (7) 3 DAYS	3,150.00
154	06	500	NCLB: TITLE I, PART A, B	NEXTEL	PHONE MAR 08	570.21
155	06	500	NCLB: TITLE I, PART A, B	NEXTEL	PHONE APR 08	560.84
156	06	500	NCLB: TITLE I, PART A, B	STATTER BROTHERS	SUPPLIES	34.73
157	06	175	NCLB: TITLE I, PART A, B	AT&T/MCI	PHONE APR 08	12.83
158	06	500	NCLB: TITLE II, PART A, T	RIVERSIDE COUNTY OFFICE OF ED	CONF FEES AB430 TRAINING (1) 2 DAYS	1,000.00
159	06	500	NCLB: TITLE II, PART A, T	ASKEW, ESTHER	CONF FEES CAG (3) 3 DAYS	44.01
160	06	500	NCLB: TITLE II, PART A, T	YORK, HILARY	REIMBURSE MILEAGE	30.92
161	06	500	NCLB: TITLE II, PART A, T	RIVERSIDE COUNTY OFFICE OF ED	CONF FEES CAPTURING KIDS HEARTS (9) 3 DAYS	4,050.00
162	06	500	NCLB: TITLE III, IMMIGRAN	2-WAY CABE	CONF FEES TWO WAY BILINGUAL IMMERSION (8) 4 DAYS	4,560.00
163	06	500	NCLB: TITLE III, IMMIGRAN	HYATT REGENCY	CONF FEE LODGING TWO WAY IMMERSION (8) 4 DAYS	4,279.38
164	06	500	NCLB: TITLE III, LIMITED E	ASKEW, ESTHER	REIMBURSE MEALS	51.00
165	06	500	HEAD START	AT&T/MCI	PHONE APR 08	33.39
166	06	500	HEAD START	AT&T/MCI	PHONE APR 08	26.66
167	06	500	MEDI-CAL BILLING OPTIO	HERNANDEZ, SARA	REIMBURSE CONFERENCE	179.00
168	06	500	MEDI-CAL BILLING OPTIO	SBCSS	CEU'S FEES: WHAT SLP'S CAN DO TO (12) 1 DAY	60.00
169	06	500	MEDI-CAL BILLING OPTIO	SBCSS	CONF FEES WHAT SLP'S CAN DO TO SUPPORT (15) 1 DAY	675.00
170	06	500	MEDI-CAL BILLING OPTIO	LOMA LINDA UNIVERSITY	CONF FEES PRACTICAL WKSHP (1) 1 DAY	70.00
171	06	500	MEDI-CAL BILLING OPTIO	INSTITUTE FOR EDUCATIONAL DEVELOPMENT	CONF FEES SUPERVISION TECH. (1) 1 DAY	199.00
172	06	500	MEDI-CAL BILLING OPTIO	LOMA LINDA UNIVERSITY	CONF FEES MGMT. OF TRAUMATIC INJURY (1) 1 DAY	75.00
173	06	135	COMMUNITY-BASED ENG	RODRIGUEZ, SANDRA C.	REIMBURSE MILEAGE	93.37
174	06	500	COMMUNITY-BASED ENG	NEXTEL	PHONE MAR 08	77.46
175	06	500	COMMUNITY-BASED ENG	NEXTEL	PHONE APR 08	35.65
176	06	500	ENGLISH LANGUAGE ACC	ACCENT ON TRAVEL	AIRFARE	538.00
177	06	500	SCHOOL SAFETY & VIOLE	RELATIONSHIP TRAINING INSTITUTE	CONF FEES DEVELOP. ENHANCING SUPERVISION (1) 1 DAY	150.00
178	06	500	SPECIAL EDUCATION	HAMERSMA, ROBERTA	REIMBURSE MILEAGE	22.51
179	06	501	SPECIAL EDUCATION	DEMOR, JOHN	REIMBURSE MILEAGE	112.49
180	06	500	SPECIAL EDUCATION	DROST, KATHY	REIMBURSE MILEAGE	54.70
181	06	500	SPECIAL EDUCATION	DEMARTINO, EILEEN	REIMBURSE MILEAGE	16.23
182	06	425	SPECIAL EDUCATION	AT&T/MCI	PHONE APR 08	42.78
183	06	500	SPECIAL ED: PERSONNEL	CASCWA	CONF FEE 2008 STATE CASCWA (1) 1 DAY	155.00
184	06	500	SPECIAL ED: PERSONNEL	WEISZ, KATI	CONF FEES BULLYING AND AUTISM (2) 1 DAY	125.00
185	06	500	SPECIAL ED: PERSONNEL	SYLVESTER, ALISHA	CONF FEES BULLYING AND AUTISM (2) 1 DAY	125.00
186	06	500	ECONOMIC IMPACT AID:	GUZMAN, JARSEMA	REIMBURSE MILEAGE	70.22
187	06	500	ECONOMIC IMPACT AID:	GOMEZ, MARTHA	REIMBURSE MILEAGE	366.82
188	06	500	ECONOMIC IMPACT AID:	AT&T/MCI	PHONE APR 08	17.98

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8.5

**JURUPA UNIFIED SCHOOL DISTRICT
REPORT OF DISBURSEMENT ORDER PURCHASES**

Purchases Over \$1
04/04/08 thru 04/18/08

Line #	Fund	Sch	Resource	Vendor	Description	Amount
189	06	500	GIFTED & TALENTED EDU	GUZMAN, IRASEMA	REIMBURSE CONFERENCE	80.00
190	06	500	TRANSPORTATION: HOME	MOSTAMAND INC. SHELL	FUEL FEB/MARCH 08	97.00
191	06	500	TRANSPORTATION: HOME	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	849.59
192	06	500	TRANSPORTATION: HOME	NEXTEL	PHONE MAR 08	499.79
193	06	500	TRANSPORTATION: HOME	NEXTEL	PHONE APR 08	496.46
194	06	500	TRANSPORTATION: HOME	STATE BOARD OF EQUALIZATION	FUEL USE RETURN 1/08-3/08	166.52
195	06	500	TRANSPORTATION: SPEC	MOSTAMAND INC. SHELL	FUEL FEB/MARCH 08	5,710.44
196	06	500	TRANSPORTATION: SPEC	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	1,265.33
197	06	500	SCHOOL COMMUNITY VIC	CHILDRENS SUCCESS FOUNDATION	CONF FEES: TRANSFORMING THE DIFFICULT CHILD (5) 1 DAY	395.00
198	06	500	PROFESSIONAL DEVELOP	FREEMAN, CINDY	REIMBURSE SUPPLIES	50.78
199	06	140	SCHOOL AND LIBRARY IM	IDEAS UNLIMITED SEMINARS, LLC	CONF FEES MOTIVATING UNMOTIVATING STUDENTS (2) 1 DAY	199.00
200	06	140	SCHOOL AND LIBRARY IM	IDEAS UNLIMITED SEMINARS, LLC	CONF FEES MOTIVATING UNMOTIVATING STUDENTS (2) 1 DAY	199.00
201	06	175	SCHOOL AND LIBRARY IM	NEXTEL	PHONE MAR 08	20.55
202	06	155	SCHOOL AND LIBRARY IM	TARGET	STUDENT INCENTIVES	84.95
203	06	175	SCHOOL AND LIBRARY IM	NEXTEL	PHONE APR 08	20.29
204	06	105	SCHOOL AND LIBRARY IM	RIVERSIDE COUNTY OFFICE OF ED	CONF FEES STUDENT RECORDS (1) 1 DAY	50.00
205	06	115	SCHOOL AND LIBRARY IM	AT&T/MCI	PHONE MAR 08	1.68
206	06	500	ONGOING & MAJOR MAIN	MOSTAMAND INC. SHELL	FUEL FEB/MARCH 08	8,148.12
207	06	500	ONGOING & MAJOR MAIN	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	800.12
208	06	500	ONGOING & MAJOR MAIN	ELZIG, BILL	REIMBURSE MILEAGE	451.98
209	06	500	SCHOOL READINESS PRG	SO CALIFORNIA EDISON	ELECTRIC APR 08	544.84
210	06	500	SCHOOL READINESS PRG	NEXTEL	PHONE MAR 08	89.94
211	06	500	SCHOOL READINESS PRG	NEXTEL	PHONE APR 08	89.78
212	06	500	SCHOOL READINESS PRG	AT&T/MCI	PHONE APR 08	55.86
					TOTAL FUND 06	42,772.31
213	11	401	ADULT EDUCATION APPQ	ORTEGA, LORAINE	REIMBURSE TEXTBOOK	25.00
214	11	401	ADULT EDUCATION APPQ	OLTMAN, TRAVIS	REIMBURSE TEXTBOOK	25.00
215	11	400	ADULT EDUCATION APPQ	AT&T/MCI	PHONE APR 08	15.31
					TOTAL FUND 11	65.31
216	12	500	CHILD DEVELOPMENT: ST	AT&T/MCI	PHONE MAR 08	12.87
					TOTAL FUND 12	12.87
217	13	500	CHILD NUTRITION: SCHO	MOSTAMAND INC. SHELL	FUEL FEB/MARCH 08	1,332.06
218	13	500	CHILD NUTRITION: SCHO	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	453.97
219	13	500	CHILD NUTRITION: SCHO	CAL-PRO-NET CALIF PROF NUTRITION ED & T	HACCP WORKSHOP REGISTRATION (2) 1 DAY	50.00
220	13	500	CHILD NUTRITION: SCHO	NEXTEL	PHONE MAR 08	184.52

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**JURUPA UNIFIED SCHOOL DISTRICT
REPORT OF DISBURSEMENT ORDER PURCHASES**

Purchases Over \$1
04/04/08 thru 04/18/08

Line #	Fund	Sch	Resource	Vendor	Description	Amount
221	13	500	CHILD NUTRITION: SCHO	KEENAN & ASSOCIATES	REIMBURSE OVERPAYMENT	235.70
222	13	500	CHILD NUTRITION: SCHO	NEXTEL	PHONE APR 08	183.27
223	13	500	CHILD NUTRITION: SCHO	AT&T/MCI	PHONE APR 08	392.90
					TOTAL FUND 13	2,832.42
224	21	165	MODERNIZATION PROJEC	DIVISION OF STATE ARCHITECT	DSA FEES	1,201.30
225	21	210	MODERNIZATION PROJEC	DIVISION OF STATE ARCHITECT	DSA FEES	1,460.06
226	21	210	MODERNIZATION PROJEC	DIVISION OF STATE ARCHITECT	DSA FEES	811.75
					TOTAL FUND 21	3,473.11
227	25	500	UNRESTRICTED	DAVD TAUSSIG	CONSULTING SERVICE	477.43
					TOTAL FUND 25	477.43
81 DISBURSEMENT ORDER PURCHASES FOR A GRAND TOTAL OF: \$382,346.38						
RECOMMENDED APPROVAL: <i>W. C. Russell</i>						
DIRECTOR OF FISCAL SERVICES						

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Jurupa Unified School District

Report of Purchases

Purchases Over \$200

4-07-08 thru 4-18-08

P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
1	P61737	03	500 0000 UNRESTRICTED	SOUTHWEST SCHOOL SUPPLY	CSR-STOCK	\$ 6,073.39
2	P1012211	06	500 7391 SCHOOL COMMUNITY VIOLENCE PREVENTION	WESTERN TROPHY MFG	MM-OPEN PO-SUPPLIES AND MATERIALS	225.00
3	P1012213	06	205 7396 DISCRETIONARY BLOCK GRANT - SCHOOL SITE	SMART & FINAL IRIS CO	MLM-OPEN PO-PARENT COMMUNICATION LUNCH	475.00
4	P1012214	06	205 7090 ECONOMIC IMPACT AID (EIA)	OFFICE DEPOT	MLM-OPEN PO FOR OFFICE SUPPLIES	225.00
5	P1012215	06	175 3010 NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	WESTERN TROPHY MFG	WR-OPEN PO FOR STUDENT INCENTIVES	1,225.00
6	P1012216	06	500 7230 TRANSPORTATION: HOME TO SCHOOL	A-Z BUS SALES	TRANS-FOOD SERVICE VEHICLE REPAIR	11,059.29
7	P1012218	06	500 4203 NCLB: TITLE III, LIMITED ENGLISH PROFICIENT	FOLLETT LIBRARY RESOURCES	SS-LIBRARY BOOKS	1,712.47
8	P1012219	06	500 7140 GIFTED & TALENTED EDUCATION (GATE)	PRESTWICK HOUSE	JVH-INSTRUCTIONAL MATERIAL	549.24
9	P1012222	06	500 5640 MEDICAL BILLING OPTION	CAREER TRACK	EC-SOFTWARE	204.85
10	P1012223	03	500 0000 UNRESTRICTED	GAIL MATERIALS	MAINT-NVH-DIRT	612.13
11	P1012224	03	500 0000 UNRESTRICTED	AA EQUIPMENT	MAINT-MOWER REPAIR	1,903.56
12	P1012226	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	HOWARD INDUSTRIES	MAINT-HVAC PARTS	718.78
13	P1012228	03	500 0000 UNRESTRICTED	EWING IRRIGATION PRODUCTS	MAINT-SPRINKLER REPAIR PARTS	523.41
14	P1012229	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	TECHNICAL AIR CORPORATION	MAINT-JM-CONTROLLERS & WALL SENSORS	709.58
15	P1012229	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	TECHNICAL AIR CORPORATION	MAINT-JM-CONTROLLERS & WALL SENSORS	2,467.48
16	P1012230	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	CLARK SECURITY PRODUCTS	MAINT-LOCKSMITH REPAIR PARTS	1,695.88
17	P1012231	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	COMMERCIAL DOOR METAL SYSTEMS, INC.	MAINT-WR-DOORS	460.59
18	P1012233	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	REFRIGERATION SUPPLIES DIST	MAINT-PH-HVAC LOUVERS	6,621.24
19	P1012234	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	GLEN PRODUCTS INC.	MAINT-PED-RESTROOM PARTITIONS	4,638.59
20	P1012235	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	NATIONAL CONSTRUCTION RENTALS	MAINT-FENCE RENTAL	362.10
21	P1012237	03	500 0000 UNRESTRICTED	NATIONAL CONSTRUCTION RENTALS	MAINT-PH-FENCE RENTAL	237.60
22	P1012238	03	500 0000 UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	EC-COMPUTER POWER SUPPLY	270.54
23	P1012239	06	305 7396 DISCRETIONARY BLOCK GRANT - SCHOOL SITE	PC & MAC EXCHANGE	RH-TONER CARTRIDGES	1,419.71
24	P1012242	06	205 7090 ECONOMIC IMPACT AID (EIA)	POSITIVE PROMOTIONS	MLM-STUDENT INCENTIVES	439.62
25	P1012243	03	500 0000 UNRESTRICTED	ASCD	ECO-MEMBERSHIP RENEWAL	264.00
26	P1012244	06	110 3010 NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	SPINITAR	GH-POSTER PAPER	840.12
27	P1012245	06	500 4035 NCLB: TITLE II, PART A, TEACHER QUALITY	KEY DATA SYSTEMS	EC-TESTING MATERIALS-MATH CURRICULUM	12,391.25
28	P1012246	03	310 0001 DISCRETIONARY	KEN'S SPORTING GOODS	PH-SPRINT LAP COUNTER	275.41
29	P1012247	06	500 4035 NCLB: TITLE II, PART A, TEACHER QUALITY	RIVERSIDE COUNTY OFFICE OF EDUCATION	EC-COMP TRAINING FEES	10,000.00
30	P1012248	06	500 7230 TRANSPORTATION: HOME TO SCHOOL	CSA AMERICA, INC.	TRANS-CNG BUS TANK LABELS-20	607.00
31	P1012249	21	175 0205 LANDSCAPING, TREES, BENCHES & FENCING	COLE EQUIPMENT	MAINT-WR-DUMP TRUCK RENTAL	2,096.52
32	P1012250	21	305 0205 LANDSCAPING, TREES, BENCHES & FENCING	GAIL MATERIALS	MAINT-RH-FIELD DIRT MIX	566.23
33	P1012251	21	210 0205 LANDSCAPING, TREES, BENCHES & FENCING	SOUTHERN CALIFORNIA LANDSCAPE, INC.	MAINT-MM-HYDRO SEED	4,400.00
34	P1012252	21	175 0216 CAMPUS BEAUTIFICATION	MISSION READY-MIX	MAINT-WR-CONCRETE	6,575.45
35	P1012253	21	305 0204 MODERNIZATION PROJECTS	ACOUSTICAL MATERIAL SERVICES	MAINT-RH-DOORS AND HINGES	1,033.41
36	P1012254	21	305 0204 MODERNIZATION PROJECTS	ACOUSTICAL MATERIAL SERVICES	MAINT-RH-DOOR LOCKS AND HARDWARE	1,660.51
37	P1012255	21	100 0214 PLAY STRUCTURES/PLAY GROUNDS	COLE EQUIPMENT	MAINT-CR-DUMP TRUCK RENTAL	493.47
38	P1012256	21	210 0205 LANDSCAPING, TREES, BENCHES & FENCING	NATIONAL CONSTRUCTION RENTALS	MAINT-MM-FENCE RENTAL	486.20
39	P1012257	21	305 0204 MODERNIZATION PROJECTS	CHATFIELD-CLARKE COMPANY	MAINT-RH-CAREER CENTER WALL BOARD	222.20
40	P1012258	21	175 0216 CAMPUS BEAUTIFICATION	MISSION READY-MIX	MAINT-WR-CONCRETE	3,070.88
41	P1012259	21	175 0216 CAMPUS BEAUTIFICATION	A & R CONCRETE PUMPING	MAINT-WR-CONCRETE PUMPING	1,023.50

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Jurupa Unified School District
Report of Purchases
Purchases Over \$200
4-07-08 thru 4-18-08

P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
42	P1012260	21	0205 LANDSCAPING, TREES, BENCHES & FENCING	BONNETT IRRIGATION	MAINT-MM-SPRINKLER AND IRRIGATION PARTS	2,053.60
43	P1012261	21	0205 LANDSCAPING, TREES, BENCHES & FENCING	ALL CITIES STEEL CORP.	MAINT-WR-FENCING STEEL	1,937.49
44	P1012262	21	0205 LANDSCAPING, TREES, BENCHES & FENCING	FRAZEE PAINT & WALL COVERING	MAINT-WR-FENCE PAINT	416.13
45	P1012263	21	0205 LANDSCAPING, TREES, BENCHES & FENCING	EWING IRRIGATION PRODUCTS	MAINT-WR-MM-IRRIGATION PARTS	1,647.69
46	P1012263	21	0205 LANDSCAPING, TREES, BENCHES & FENCING	EWING IRRIGATION PRODUCTS	MAINT-WR-MM-IRRIGATION PARTS	253.10
47	P1012264	21	0204 MODERNIZATION PROJECTS	DAVID M. BERTINO MANUFACTURING	MAINT-RH-PHOTO DARKROOM CABINET	2,280.00
48	P1012265	21	0205 LANDSCAPING, TREES, BENCHES & FENCING	REBEL RENTS	MAINT-MM-SKIP LOADER AND TRENCHER RENTAL	6,983.97
49	P1012266	21	0205 LANDSCAPING, TREES, BENCHES & FENCING	SHORT POUR CONCRETE	MAINT-GA-POUR CONCRETE BENCH PADS-7	357.44
50	P1012267	21	100 0214 PLAY STRUCTURES/PLAY GROUNDS	MISSION READY-MIX	MAINT-CR-CONCRETE	2,225.04
51	P1012268	21	100 0214 PLAY STRUCTURES/PLAY GROUNDS	SADDLEBACK MATERIALS CO., INC.	MAINT-CR-CONCRETE BLOCK AND REBAR	2,071.01
52	P1012269	03	500 UNRESTRICTED	DELL	PRINT-OPTIFLEX 755 DESKTOP COMPUTER-1	1,148.15
53	P1012270	06	500 4035 NCLB: TITLE II, PART A, TEACHER QUALITY	DELL COMPUTER CORPORATION	ECES-LATITUDE D630 LAPTOP COMPUTER-2	3,075.53
54	P1012271	03	500 UNRESTRICTED	CORPORATE EXPRESS	TSSC-S-OFFICE SUPPLIES	300.75
55	P1012272	03	500 UNRESTRICTED	AMERICAN BOX COMPANY	TSSC-S-TUCK TOP BOXES-100	241.21
56	P1012273	06	500 6660 TOBACCO-USE PREVENTION EDUCATION: EL	NIMCO	ECSS-TUPE PROGRAM SUPPLIES	1,478.65
57	P1012274	03	500 UNRESTRICTED	LAWN TECH EQUIPMENT	MAINT-GROUNDS EQUIPMENT	676.92
58	P1012274	03	500 UNRESTRICTED	LAWN TECH EQUIPMENT	MAINT-GROUNDS EQUIPMENT	284.42
59	P1012275	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	TOMARK SPORTS INC	MAINT-JVH-BENCH PLANK	323.32
60	P1012276	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	SUN-TEC INC.	MAINT-LC-PORTABLE RESTROOM & SINK RENTAL	550.00
61	P1012277	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	DAVID M. BERTINO MANUFACTURING	MAINT-SA-WALL SYSTEMS	7,970.00
62	P1012278	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	WESTERN DC SYSTEMS	MAINT-QUARTERLY INVERTER MAINTENANCE	1,395.00
63	P1012279	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	WESTERN DC SYSTEMS	MAINT-SA-INVERTER BATTERIES	2,341.05
64	P1012280	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	ADI	MAINT-SS-FIRE ALARM CABLE	2,531.04
65	P1012281	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	ELROD FENCING CO.	MAINT-TS-BACKSTOP	3,451.00
66	P1012282	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	IN-LAND LIGHTING	MAINT-ELECTRICAL PARTS & BULBS	1,987.45
67	P1012283	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	LE MEUR WELDING & MFG. CO.	MAINT-SS-FIRE ALARM CABLE COVER	821.02
68	P1012284	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	FERGUSON ENTERPRISES	MAINT-PLUMBING FIXTURES & SUPPLIES	2,119.08
69	P1012285	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	CONTRACT CARPET PLUS	MAINT-GA-FLOORING	2,673.67
70	P1012286	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	CONTRACT CARPET PLUS	MAINT-JVH-FLOORING	4,777.50
71	P1012287	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	CONTRACT CARPET PLUS	MAINT-VB-FLOORING	2,388.75
72	P1012288	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	MARGO'S TRAILER REPAIR	MAINT-MLM-STORAGE CONTAINER REPAIRS	3,340.49
73	P1012289	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	ELROD FENCING CO.	MAINT-MM-FENCING MATERIALS	1,766.63
74	P1012290	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	WHITE CAP CONSTRUCTION SUPPLY	MAINT-MM-FENCING REPAIR SUPPLIES	1,230.05
75	P1012291	06	500 3010 NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	GREAT SOURCE EDUCATION GROUP	EC-SUMMER SCHOOL STUDENT WORKBOOKS	17,557.45
76	P1012292	06	500 4045 NCLB: TITLE II, PART D, ENHANCING EDUCATI	HEWLETT-PACKARD COMPANY	ECTECH-HP DESKTOPS-4	318.94
77	P1012292	06	500 4045 NCLB: TITLE II, PART D, ENHANCING EDUCATI	HEWLETT-PACKARD COMPANY	ECTECH-HP DESKTOPS-4	2,150.69
78	P1012293	21	305 0221 RHS & PATRIOT SET UP COSTS	I.M.P.A.C. GOVERNMENT SERVICES	RH-SOFTBALL BATS	237.02
79	P1012294	06	500 7091 ECONOMIC IMPACT AID: LIMITED ENGLISH PR	BALLARD AND TIGHE PUBLISHERS	EC-TEST BOOKLETS	2,129.14
80	P1012297	03	500 UNRESTRICTED	SCHOOL INNOVATIONS & ADVOCACY	EC-SUBSCRIPTION RENEWAL	360.00
81	P1012303	03	500 0050 MAA BILLING REIMBURSEMENT	SCHOOL SPACE SOLUTIONS	ECESS-PEDESTAL FILES-3	747.68
82	P1012304	03	105 0600 DONATIONS	PERFORMANCE/RIVERSIDE	GA-FIELD TRIP ADMISSIONS-105	525.00

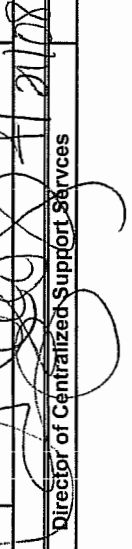
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Jurupa Unified School District

Report of Purchases

Purchases Over \$200
4-07-08 thru 4-18-08

P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
83	P1012305	03	500 0000 UNRESTRICTED	SCHOOL SPACE SOLUTIONS	GSR-FURNITURE	3,737.73
84	P1012306	03	500 0000 UNRESTRICTED	SCHOOL SPACE SOLUTIONS	ECPURCH-FURNITURE	430.97
85	P1012308	06	175 3010 NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	PC & MACEXCHANGE	WR-PRINTER & TONER CARTRIDGES	623.87
86	P1012311	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	ADI	MAINT-SS-FIRE ALARM SYSTEM PARTS	1,148.50
87	P1012312	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	TRANE PARTS CENTER	MAINT-JVH-HVAC PARTS	2,197.14
88	P1012313	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	AZTEC TECHNOLOGY	MAINT-GA-CONTAINER RENTAL	468.71
89	P1012315	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	INFOTOX, INC.	MAINT-GA-INSPECTION REPORTS	1,460.00
90	P1012316	14	500 6205 DEFERRED MAINTENANCE APPORTIONMENT	PACIFIC AIR HEATING & COOLING, INC.	MAINT-JVH-HVAC UNIT	6,550.00
91	P1012317	06	300 7220 PARTNERSHIP ACADEMIES PROGRAM	REBEL RENTS	JVH-OPEN PO-AG EQUIPMENT RENTAL	500.00
92	P1012318	06	500 7230 TRANSPORTATION: HOME TO SCHOOL	CENTRAL OCCUPATIONAL	TRANS-OPEN PO-DRIVER PHYSICALS	1,504.00
93	P1012319	03	501 0000 UNRESTRICTED	CLARKLIFT OF CALIFORNIA	GSR-FORKLIFT & PALLET JACK REPAIR	896.48
94	P1012321	06	500 7140 GIFTED & TALENTED EDUCATION (GATE)	CALIFORNIA SCIENCE CENTER	MM-FIELD TRIP ADMISSIONS-125	1,700.00
95	P1012323	06	500 8150 ONGOING & MAJOR MAINTENANCE ACCOUNT	ELROD FENCING CO.	MAINT-MM-FENCING MATERIAL	947.64
96	P1012325	06	500 7393 PROFESSIONAL DEVELOPMENT BLOCK GRAN	MCGRATH'S CATERING	TS-STAFF DEVELOPMENT CATERING-35	603.40
97	P1012326	06	500 7140 GIFTED & TALENTED EDUCATION (GATE)	J TAYLOR EDUCATION	IA-INSTRUCTIONAL SUPPLIES	229.62
98	P1012327	06	210 7090 ECONOMIC IMPACT AID (EIA)	BROADCAST SUPPLY WORLDWIDE	MM-PA SYSTEM	830.91
99	P1012328	03	100 0600 DONATIONS	CDW-G	CR-HARD DRIVE-8	441.95
100	P1012329	21	305 0201 SCHOOL MARQUEES/SCOREBOARDS	CEM LAB CORP.	MAINT-RH-WR-CONCRETE TESTING	298.00
101	P1012330	21	305 0204 MODERNIZATION PROJECTS	ADI	MAINT-RH-FIRE ALARM/SPEAKERS	387.90
102	P1012331	03	500 0000 UNRESTRICTED	LAWN TECH EQUIPMENT	MAINT-GROUNDS EQUIPMENT-2	715.01
103	P1012332	21	100 0214 PLAY STRUCTURES/PLAY GROUNDS	MISSION READY-MIX	MAINT-CR-CONCRETE FOR GROUT	525.28
104	P1012333	21	175 0205 LANDSCAPING, TREES, BENCHES & FENCING	ALL CITIES STEEL CORP.	MAINT-WR-WROUGHT IRON FENCING	1,196.78
105	P1012334	21	210 0205 LANDSCAPING, TREES, BENCHES & FENCING	VILLAGE NURSERIES	MAINT-MM-WR-TREES AND SHRUBS-210	2,112.10
106	P1012334	21	175 0205 LANDSCAPING, TREES, BENCHES & FENCING	VILLAGE NURSERIES	MAINT-MM-WR-TREES AND SHRUBS-210	2,112.10
107	P1012335	21	305 0204 MODERNIZATION PROJECTS	AZTEC TECHNOLOGY	MAINT-RH-CONTAINER RENTAL-2	872.78
108	P1012336	21	175 0205 LANDSCAPING, TREES, BENCHES & FENCING	JOHN DEERE LANDSCAPES	MAINT-WR-IRRIGATION SUPPLIES	349.55
109	P1012337	03	100 0600 DONATIONS	TROXELL COMMUNICATIONS INC.	CR-PROJECTOR LAMP	285.54
110	P1012338	06	175 3010 NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	ASTRO JUMP OF RIVERSIDE	WR-JUMPERS FOR STUDENT INCENTIVE-4	464.00
111	P1012340	03	300 0001 DISCRETIONARY	DAISY I.T. SUPPLIES	JVH-TONER CARTRIDGES	733.99
112	P1012344	06	300 7397 DISCRETIONARY BLOCK GRANT - SCHOOL DIS	FOLLETT EDUCATIONAL SERVICES	JVH-BOOKS-75	1,370.58
113	P1012346	03	400 0000 UNRESTRICTED	NCS PEARSON	LC-SCANNER MAINTENANCE AGREEMENT	504.00
					109 P.O.'s over \$200	\$ 233,179.10
					47 P.O.'s less than \$200	\$ 3,625.75
					156 TOTAL PURCHASE ORDERS	\$ 236,804.85

RECOMMEND APPROVAL: 

Director of Centralized Support Services

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Jurupa Unified School District

2007-2008

Contract Number	Contractor	Amount	Fund/Program to be Charged	Purpose
R0013354	University of California Riverside	\$1,200.00	NCLB: Title II Part A, Teacher Quality	Agreement to provide the course developing leadership skills to teachers in Jurupa Unified School District. Minimum of 15 students at \$1,200.00, if minimum is not met additional charge is incurred. Term: 5/10/2008
R0013351	University of California Riverside	\$1,200.00	NCLB: Title II Part A, Teacher Quality	Agreement to provide the course differentiating instruction to teachers in Jurupa Unified School District. Minimum of 15 students at \$1,200.00, if minimum is not met additional charge is incurred. Term: 5/3/2008
R0013366	Carlos Cortez	NTE \$600.00	NCLB: Title III Limited English Proficiency	Agreement as keynote speaker at the English Learner Parent Conference on April 26, 2008 at Rubidoux High School. Term: 4/26/2008

Jurupa Unified School District
NON-ROUTINE STUDENT FIELD TRIP/EXCURSION-REQUEST FOR APPROVAL
 Activity must be approved by the Board of Education prior to date of field trip

DATE(S): May 8 & 9, 2008
 LOCATION: Irwindale California Speedway
 TYPE OF ACTIVITY: Ford Trouble Shooting Contest
 PURPOSE/OBJECTIVE: To allow students to do hands on part of competition

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.)
Donn Cushing

EXPENSES: Transportation	\$ <u>\$0.00</u>	Number of Students <u>2</u>
Lodging	\$ <u>\$0.00</u>	
Meals	\$ <u>\$0.00</u>	
All Other	\$ <u>\$0.00</u>	
TOTAL EXPENSE	\$ <u>\$0.00</u>	Cost Per Student \$ _____ (Total cost ÷ # of Students)

INCOME: List All Income by Source and Indicate Amount Now on Hand:

Source	Expected Income	Income Now on Hand
_____	_____	_____
_____	_____	_____
TOTAL:	\$ <u>\$0.00</u>	_____

Arrangements for Transportation: School Vans
 Arrangements for Accommodations and Meals: Ford
 Planned Disposition of Unexpended Funds: _____

I hereby certify that all other requirements of District regulations will be complete and on file in the District Office ten days prior to departure.

Signature: Donn Cushing Date: 4-3-08 School: JVH5
 (Instructor)

All persons making the field trip shall be determined to have waived all claims against the District, the teachers, and the Board of Education for injury, accident, illness, or death occurring during or by reason of the field trip. All adult volunteers taking out-of-state field trips shall sign a statement waiving such claims. All student participants must submit a parental consent for medical and dental care and waiver of liability form.

Approvals: Principal: [Signature] Date: 4-3-08
 Date approved by the Board of Education Date: _____

Distribution: Send to Assistant Superintendent, Education Services

Jurupa Unified School District
NON-ROUTINE STUDENT FIELD TRIP/EXCURSION-REQUEST FOR APPROVAL
 Activity must be approved by the Board of Education prior to date of field trip

DATE(S): May 15, 16, 17, 18 2008
 LOCATION: Lake Skinner, CA
 TYPE OF ACTIVITY: Solar Cup Boat Race
 PURPOSE/OBJECTIVE: To compete in the Solar Boat competition

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) _____
Donn Cushing, Mike Free, Joel Parker

EXPENSES: Transportation	\$ <u>\$0.00</u>	Number of Students	<u>10</u>
Lodging	\$ <u>\$0.00</u>		
Meals	\$ <u>\$0.00</u>		
All Other	\$ <u>\$0.00</u>		
TOTAL EXPENSE	\$ <u>\$0.00</u>	Cost Per Student \$	<u> </u>
		(Total cost ÷ # of Students)	

INCOME: List All Income by Source and Indicate Amount Now on Hand:

Source	Expected Income	Income Now on Hand
_____	_____	_____
_____	_____	_____
TOTAL:	\$ <u>\$0.00</u>	_____

Arrangements for Transportation: School Vans
 Arrangements for Accommodations and Meals: MWD
 Planned Disposition of Unexpended Funds: _____

I hereby certify that all other requirements of District regulations will be complete and on file in the District Office ten days prior to departure.

Signature: *Donn Cushing* Date: _____ School: _____
 (Instructor)

All persons making the field trip shall be determined to have waived all claims against the District, the teachers, and the Board of Education for injury, accident, illness, or death occurring during or by reason of the field trip. All adult volunteers taking out-of-state field trips shall sign a statement waiving such claims. All student participants must submit a parental consent for medical and dental care and waiver of liability form.

Approvals: Principal: *Joel Parker* Date: 4-2-07
 Date approved by the Board of Education _____ Date: _____

Distribution: Send to Assistant Superintendent, Education Services

Jurupa Unified School District
NON-ROUTINE STUDENT FIELD TRIP/EXCURSION-REQUEST FOR APPROVAL
 Activity must be approved by the Board of Education prior to date of field trip

DATE(S): Thursday, May 22nd through Sunday, May 25th, 2008

LOCATION: San Francisco/Sacramento/Visalia/Bakersfield

TYPE OF ACTIVITY: Chamber Singer Tour

PURPOSE/OBJECTIVE: To provide chamber singers with the opportunity to work with a college clinician, perform for other high school choirs and hear them perform, and perform in unusual venues such as the capitol building in Sacramento

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) _____

Melva Morrison - director; Jennifer Foust - parent; Jackie Dyer - parent; Mary Parmenter - parent

EXPENSES:		Number of Students <u>22</u>
Transportation	\$ <u>\$4,000.00</u>	
Lodging	\$ <u>\$4,000.00</u>	
Meals	\$ <u>\$1,800.00</u>	
All Other	\$ _____	
TOTAL EXPENSE	\$ <u>\$9,800.00</u>	Cost Per Student \$ <u>\$450.00</u> (Total cost ÷ # of Students)

INCOME: List All Income by Source and Indicate Amount Now on Hand:

Source	Expected Income	Income Now on Hand
<u>program ads; sales</u>	<u>\$3,000.00</u>	_____
<u>dinner theatre/concert</u>	<u>\$2,000.00</u>	_____
<u>student payment</u>	<u>\$4,800.00</u>	_____
TOTAL:	\$ <u>\$9,800.00</u>	<u>\$8,000.00</u>

Arrangements for Transportation: Crel transportation

Arrangements for Accommodations and Meals: various hotels and restaurants

Planned Disposition of Unexpended Funds: return to students

I hereby certify that all other requirements of District regulations will be complete and on file in the District Office ten days prior to departure.

Signature: *Melva Morrison* Date: 04/04/2008 School: Jurupa Valley High
 (Instructor)

All persons making the field trip shall be determined to have waived all claims against the District, the teachers, and the Board of Education for injury, accident, illness, or death occurring during or by reason of the field trip. All adult volunteers taking out-of-state field trips shall sign a statement waiving such claims. All student participants must submit a parental consent for medical and dental care and waiver of liability form.

Approvals: Principal: *Jackie Dyer* Date: 4-4-08
 Date approved by the Board of Education: _____ Date: _____

Distribution: Send to Assistant Superintendent, Education Services

JURUPA UNIFIED SCHOOL DISTRICT

**Resolution Number 2008/40
Resolution for Year-End Budget Transfers/Revisions**

WHEREAS, the Jurupa Unified School District approves budget transfers and expenditure increases; and

WHEREAS, it appears certain that a number of budget revisions will be required after the close of the 2007/08 fiscal year; and

WHEREAS, the governing board of the Jurupa Unified School District has determined that additional income is assured in excess of the amounts previously budgeted, and will be required for budget balancing purposes after the close of the 2007/08 fiscal year; and

WHEREAS, the governing board of the Jurupa Unified School District can show just cause for the expenditure of such funds.

NOW THEREFORE BE IT RESOLVED that pursuant to Education Code Sections 42601 and 42602, the Jurupa Unified School District may appropriate any such excess funds, identify and make such transfers between the reserve for economic uncertainties and any expenditure classification(s), or balance any expenditure classification(s) of the budget of the Jurupa Unified School District for the 2007/08 fiscal year as are necessary to permit the payment of obligations of the Jurupa Unified School District incurred during the 2007/08 fiscal year.

BE IT THEREFORE RESOLVED that after all transfers have been made, the Jurupa Unified School District shall submit such transfers to the Jurupa Unified School Board for ratification. Said ratification shall be limited to major object classifications in accordance with the law.

Approved:

This is an exact copy of the resolution adopted by the governing board at a regular meeting on May 5, 2008

By: _____
Kenneth M. Young
Riverside County Superintendent of Schools

Mary Burns
Clerk of the Board

D

JURUPA UNIFIED SCHOOL DISTRICT

**Resolution #2008/42
In Recognition of *Teacher Appreciation Week*
May 4-10, 2008**

WHEREAS, certificated employees have the utmost respect and admiration for dedicating their lives and talents to the education of children—California's most precious and important resource; and

WHEREAS, certificated employees are recognized for their truly vital role in realizing the vision for California public education; and

WHEREAS, the Jurupa Unified School District acknowledges the limitless and lasting ways in which outstanding certificated employees contribute to their students' lives; and

WHEREAS, the Jurupa Unified School District recognizes that the quality of all students' educational experiences depends significantly and vitally upon the quality of their certificated employees;

NOW, THEREFORE, BE IT RESOLVED that the Jurupa Unified School District Board of Education expresses their grateful appreciation to all certificated employees for their contributions to the education of youth in the Jurupa Unified School District and hereby declares May 4-10, 2008 as *TEACHER APPRECIATION WEEK* in the Jurupa Unified School District.

Passed and adopted by the Governing Board of Education at a regular meeting held on May 5, 2008.

BOARD OF EDUCATION

Carl E. Harris, President

John J. Chavez, Member

Mary L. Burns, Clerk

Michael A. Rodriguez, Member

Dawn E. Brewer, Member

Elliott Duchon, Superintendent

JURUPA UNIFIED SCHOOL DISTRICT

Resolution #2008/43
In Recognition of *Classified School Employee Week*
May 18-24, 2008

WHEREAS, Classified employees are the foundation of the educational process for the students of Jurupa – our most precious resource – touching the hands, minds and hearts of the students of Jurupa; and

WHEREAS, Classified employees perform services and support essential to the schools, facilities and business operation of the Jurupa Unified School District – creating and maintaining an environment where learning can take place; and

WHEREAS, Classified employees serve as role models, making a positive difference daily, in the lives of Jurupa students; and

WHEREAS, dedicated Classified employees are a valued, vital and integral part of our school district – performing essential work and achieving excellence – supporting the education, welfare and safety of Jurupa students;

BE IT THEREFORE RESOLVED, that the Jurupa Unified School District Board of Education expresses their grateful appreciation and wishes to recognize and honor the contribution of more than 950 Classified employees, in over 100 job classifications, for their essential work supporting Jurupa students and the broader community, and hereby declares the week of May 18 through May 24, 2008, as *Classified School Employee Week* in the Jurupa Unified School District.

Passed and adopted by the Governing Board of Education at a regular meeting held on May 5, 2008.

BOARD OF EDUCATION

Carl E. Harris, President

John J. Chavez, Member

Mary L. Burns, Clerk

Michael A. Rodriguez, Member

Dawn E. Brewer, Member

Elliott Duchon, Superintendent

JURUPA UNIFIED SCHOOL DISTRICT

Resolution No. 2008/44

**RESOLUTION OF JURUPA UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
URGING ACTION BY AIR QUALITY MANAGEMENT DISTRICT TO REDUCE
HEXAVALENT CHROMIUM LEVELS IN THE JURUPA COMMUNITY**

WHEREAS, the Jurupa Unified School District Board of Education is concerned for the health of our students; and

WHEREAS, it is common knowledge that there is a positive correlation between student attendance in school and student achievement; and

WHEREAS, it has been determined that unsafe levels of hexavalent chromium are being generated in an area where our students attend school; and

WHEREAS, hexavalent chromium is a known carcinogen which can affect the health of our students; and

WHEREAS, many of our students are of low socioeconomic status;

THEREFORE BE IT RESOLVED, that the Jurupa Unified School District Board of Education is urging the Air Quality Management District to take immediate action to reduce the source of the hexavalent chromium in the Jurupa Community; and

THEREFORE BE IT FURTHER RESOLVED, that AQMD provide free medical exams and treatment for our students be provided to determine exposure; and

THEREFORE BE IT FURTHER RESOLVED, that the Jurupa Unified School District Board of Education be updated regularly by the Air Quality Management District as to the progress being made to limit the exposure of our students to hexavalent chromium.

Passed and adopted by the Governing Board of Education at a regular meeting held on May 5, 2008.

Carl E. Harris, President

Mary L. Burns, Clerk

Dawn E. Brewer, Member

John J. Chavez, Member

Michael A. Rodriguez, Member

Elliott Duchon, Superintendent

F

STUDENTS

SUBJECT: Recognized Student Organizations

The following student organizations are recognized as official student organizations for schools as listed:

<u>Name of Organizations</u>	<u>Sponsor</u>
	Glen Avon Elementary School
Student Council	Leslie Brandom
	Granite Hill Elementary School
Student Council	Kara Davis/Maria Gadsden
	Ina Arbuckle Elementary School
Student Council	Dana Kruckenburg
	Mission Bell Elementary School
Student Council	Monica Graves
	Pacific Avenue Elementary School
Student Council	Lisa Rodriguez/Jennifer Lester
	Rustic Lane Elementary School
Student Council	Giovanni Bernier
Rustic Lane Jogger's Club	Thomas Warner
	Stone Avenue Elementary School
Student Council	Kelly Watt
	Van Buren Elementary School
Student Council	Angie Vanderhorst
	West Riverside Elementary School
Student Council	Vacant



Jurupa Middle School

Name of Organization

Sponsor

Adventure Club
ASB/Band
ASB/PE
AVID
Associated Student Body
Club Live
Cool Kids Club
Computer Club
Early Outreach (UCR)
Heritage Club
Honor Society
Math Club
Proud Panthers
Science Club

Student Academic Leadership Team
Victory Club
Vocal Music
Yearbook

Walt Lancaster
Jay Hakomaki
Mike Goltry
Lisa Perkins
Sara Reynolds/Nicholas Blake
Stephanie King
Monika Montiel-Turner/Jose Ramirez
Veronica Capata/Lisa Perkins
Nora Hopkins
Molly Monge/Mike Cruz/Lynn Bjazevich
Christy Rizzo
TBA
Stan Rowland
Joe Ramirez/Barbara Matulich/
Richard Dong/Monica Turner
TBA
Darrel Walker/Marylu Barela/Mike Goltry
Laila Lewis
Darrel Walker

Mira Loma Middle

Associated Student Body
Athletic Club
AVID Club
Friday Night Live
Geography Club
Music Club
Science Club
Special Ed Club
Student Achievement Club
Yearbook

Rudy Monge
Rob Berghorn
Anne Cox
Toni Fletcher
Kris Winemiller
Karen Kimmel
Mary Ward
Rick Grogan
Tina Zalanka
Todd Beasley

Mission Middle School

Athletic Club
AVID Club
God Answers Prayers (GAP)
Journalism Club
Music
Mustang City Council
Mustang Fitness
Running Club
Travel Club
Yearbook Club

Doug Stevens
Hilary Barnett
Melissa Moberly
Pamela Ogden
Jamie Lewison
Susan Ridder/Lori Pardon/Rachel Weeks
Marci Lee
Sam Gee
Pamela Ogden/Melissa Moberly
Marci Lee



Jurupa Valley High School

Class Sponsors:

Freshman Class

Pasquilita Olguin

Junior Class

Monica Werwee

Sophomore Class

Claudia Liggan

Senior Class

Kelly Dodd

Name of Organization

Sponsor

American Adventures	Mervin Tapsfield
Animé	Deb George/Joe Beloni
AP Spanish Club	Karen Martinez/Pasqualita Olguin
ASA (African Student Alliance)	Michelle Taylor
ASB (Associated Student Body)	Karen Martinez
AVID	Julie Boswell/Jennifer Green
Auto Club/Car Club	Donn Cushing
Baseball Club	Ric Slagle
B. Basketball	Mark Gard
G. Basketball	Dario Frias
Best Buddies	Robin Thompson/Kelly McArdie
Camera Club	Julie Paul/Gareth Richards
Cheer	Monica Werwee
College Bound Students Club	Amy Dunbar
Cross Country	Diane Pine
CSF (California Scholarship Federation)	Janelle Benson
Creative Arts Club	Nathan Petersen
Dance Team	Vacant
Foreign Language Club	Cheryl Boyce
FFA/Ag	Sara Diefenbach
Football Club	David Pierson
Golf Club	Col. William Pine
GSEP(Global Student Education Project)	Janelle Benson
Journalism Club	Dawn Goldsmith
MECHA	Enrique Velasquez
Mock Trial	Vacant
Music Club	Melva Morrison
New Visions	Mervin Tapsfield
ROTC	Colonel Pine/Chief White
Science Club	Paul Wakefield
SELAC(Student English Lang. Advisory Club)	Elizabeth O'Conner
Silver Brigade Marching Band/Color Guard	Nathaniel Robinson
B. Soccer Club	Vacant



Name of Organization

Sponsor

G. Soccer Club
Softball Club
B. Tennis Club
G. Tennis Club
Swimming & H2⁰ Polo Club
Teens for Humanity
Theatre Club
Track & Field Club
Volleyball Club
Yearbook Club
Youth Tolerance (A.K.A. Save)
Wrestling Club

Paul Kumamoto
Vacant
John Gunty
Vacant
Brady Kocher
Dawn Goldsmith
Vacant
David Pierson
Paul Kumamoto
Judith Hall
Deborah George
Vacant

Patriot High School

Class Sponsors:

Freshman Class

Kim Sanchez

Sophomore Class

Jeremy Samson

Junior Class

Lisa Serrano

Senior Class

Kristina Moore

Name of Organization

Sponsor

Anime
Arts Club
ASB
AVID
Band and Colorguard
Baseball
Basketball – Boys
Basketball – Girls
BSU
Checkers
Cheer
Communications Media
Courageous Cooks
Creative Writing/Poetry
Cross Country
CSF
Environmental Club
FHA-HERO
Football
Friday Night Live
Gay-Straight Alliance

Julia Sanzberro/David Moberly
DeWayne Mason
Mark Lantz
Laurie Boggio
Jeremy Fletcher
Tim Kleveno
Monty Owens
John Hill
Sandra Radford
Arnoldo Lindo
Shawnette Bukarau
Ron Kahn
Martha Smith
Rachel Williams
Ron Kahn
Heather McIntosh
Jeni Williams
Connie Halloway
Kevin Corridan
Lisa Serrano
Alison Cherry

Name of Organization

Sponsor

Golf
GRaFEC
Italian Club
Link Crew
Madrigals
Middle Eastern Dance Club
Music Club
Patriot Dramatis Personae
Patriot Scholars
Photography
Pioneers of the Past
Potter's Clay
Science Club
Soccer – Boys
Soccer – Girls
Softball
Spanish Club
Sports Medicine
S.U.F.H.R.
Swim
Tennis – Boys & Girls
Track
Volleyball
Warrior Spirit
Wrestling
Yearbook

Charles Meyerett
Julia Sanzberro
Kritina Moore
Kristin Podgorski
Staci Della-Rocco
Jennifer Jiannino
Staci Della-Rocco
Cori Barber
Rachel Williams
Ardee McKim
Paula Hamilton
Joshua Runyan
Jennifer Jiannino
Johnny Mosher
Kim Cathey
Irene Garcia
Martha Escobar/L. Hernandez
Cynthia Cuccio
Ellen Finan
Dan Weatherford
Sam Drapiza
Cassie Powell
Victor Centeno
Lisa Serrano
Adan Aguiar
Vince Rosse

Rubidoux High School

Class Sponsors:

Freshman Class

Dave Hansen

Sophomore Class

Victoria Kelley

Junior Class

Shannyn Cahoon

Senior Class

Mindy Gould

Name of Organization

Sponsor

AFJROTC
Animé
AP/GATE Club
ASB
Band
Baseball
Basketball – Boys

William Frank
Geoff Grier
Patricia Eickman
Todd Chard
Kevin Eberle
Joe Galvin
Kent Bukarau



Name of Organization

Sponsor

Basketball – Girls	Rick Vasquez
Black Student Union (SBU)	Typasha Jones
Ceramics	Michael Krapes
College Bowl	Todd Chard
Computer Club	Vacant
Creative Writing/Poetry	Vacant
Cross Country – Boys	Keith Chann
Cross Country – Girls	Shannon Robinson
CSF	Vacant
Culinary Club	Vacant
Dance Team	Deputy Craig Hampton
Environmental Club	Leanna Apodaca
Football	Bob Green
French Club	Lisa Brown
Future Farmers of America	Rhonda Fuller
Golf	Vacant
G.R.a.F.E.C.	Bob Santiago
Journalism/Talon	Richard Vasquez
Math Club	Janice Cloward
MEChA	Jose Guillen
Mock Trial	Vacant
Music Club	Amanda Benavides
Pagan Club (Spirit of the Lake)	Vacant
Pep Squad	Victoria Kelley
Photography	Cindy Blackstone
Potter's Clay	Vacant
RECHS Club	Leanna Apodaca
Science Club	Debbie LeAnce
SELAC (Student English Learners Advisory Committee)	Debbie LeAnce
Soccer – Boys	Brian Miller
Soccer – Girls	Claude Umbarger
Softball	Sheryleen Shiftlett
SOMOS	Armando Muniz
Spanish Club	Rigoberto Olazaba
Swim	Bryan Kendall
Tennis – Boys and Girls	Ryan Bailey
Track	Rich Torbert
Tri-M Music Honor Society	Amanda Benavides/Kevin Eberle
Troupers	Charles Baugh
Visual Arts Club	Robin Riggle
Volleyball	Rigoberto Olazaba
Wrestling	Armando Muniz
Yearbook	Bryan Kendall

COMMUNITY RELATIONS

SUBJECT: Williams Uniform Complaint Procedures

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred:

1. Textbooks and instructional materials
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to textbooks or instructional materials to use at home or after school.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
2. Teacher vacancy or misassignment
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.
 - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester.

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

3. Facilities

A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition.

Filing of Complaint

A complaint alleging any condition(s) specified above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days.

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received.

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee.

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting.

For any complaint concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3 above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction (SPI) within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632.

All complaints and written responses shall be public records.

Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the

number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting.

Forms and Notices

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes.

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186.

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School Accountability Report Card

35186 Williams uniform complaint procedure

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4600-4671 Uniform complaint procedures, especially:

4680-4687 Williams complaints

COMMUNITY RELATIONS

SUBJECT: Williams Uniform Complaint Procedures

Note: Education Code 35186 mandates districts to establish policies and procedures regarding deficiencies related to textbooks and instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and teacher vacancy or misassignment. For districts that receive California High School Exit Examination (CAHSEE) intensive intervention funds, AB 347 (Ch. 526, Statutes of 2007) amended Education Code 35186 to authorize the use of this complaint procedure for deficiencies related to the provision of intensive instruction and services to students who have not passed one or both parts of the high school exit examination after the completion of grade 12. For details regarding the provision of this intensive instruction, see BP/AR 6179 - Supplemental Instruction.

Note: Education Code 35186 also requires that the district post notices in each classroom. 5 CCR 4680-4687 further delineate legal requirements for the complaint form and notice. See the accompanying exhibits for a sample notice and complaint form.

Note: It is recommended that districts use this procedure only for those complaints specified in Education Code 35186 and that regular uniform complaint procedures continue to be used as required for complaints concerning discrimination in state and federal categorical programs; see BP/AR 1312.3 - Uniform Complaint Procedures. For procedures related to complaints about employees, other than vacancy or misassignment, see BP/AR 1312.1 - Complaints Concerning District Employees. For complaints concerning the district's adoption and selection of specific instructional materials, see BP/AR 1312.2 - Complaints Concerning Instructional Materials.

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

1. Textbooks and instructional materials
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to textbooks or instructional materials to use at home or after school.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.



(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Teacher vacancy or misassignment

- a. A semester begins and a teacher vacancy exists.
- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

3. Facilities

- a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that

pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means, except as necessary for student safety or to make repairs, the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. (Education Code 35292.5)

Note: Item #4 below is for use by districts maintaining grades 10-12 and that receive CAHSEE intensive intervention funding. As amended by AB 347 (Ch. 526, Statutes of 2007), Education Code 35186 authorizes complaints for deficiencies related to the provision of intensive instruction and services pursuant to Education Code 37254. Education Code 37254 requires that districts, as a condition of receiving CAHSEE intensive intervention funding, provide students who have not passed one or both parts of the exit exam and who have completed grade 12 the opportunity to receive intensive instruction and services, as specified below.

4. High school exit examination intensive instruction and services:

A student, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the student has passed both parts of the exam, whichever comes first. (Education Code 35186)

(cf. 6162.52 - High School Exit Examination)
(cf. 6179 - Supplemental Instruction)

Filing of Complaint

***Note: Education Code 35186 requires that complaints be investigated and resolved within the timelines specified below. 5 CCR 4680 requires the principal to forward complaints beyond his/her control to the appropriate district official in a timely manner, but not to exceed 10 working days. During the Categorical Program Monitoring (CPM) process, California Department of Education (CDE) staff will expect to see statements regarding the filing of the complaint, the investigation, timelines, and the complainant's right to appeal to the Board and to appeal facility complaints to the CDE, as detailed in



the following section.***

A complaint alleging any condition(s) specified in items #1-3 above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

Note: The following paragraph is for use by districts maintaining grades 10-12. As amended by AB 347 (Ch. 526, Statutes of 2007), Education Code 35186 requires that the Superintendent designate a district official to receive and investigate complaints regarding deficiencies related to intensive instruction and services for students who have not passed the exit exam after the completion of grade 12.

A complaint alleging any deficiencies specified in item #4 above shall be filed with a district official as designated by the Superintendent. Such complaints may be filed at the district office or at a school site and shall be immediately forwarded to the Superintendent or designee. (Education Code 35186)

Investigation and Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

Note: Education Code 48985 specifies that, when 15 percent or more of the students enrolled in a particular school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of such students be written in English and in the primary language. Education Code 35186 requires that, when Education Code 48985 is applicable, any response requested by the complainant must be written in English and in the primary language in which the complaint was filed

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)



If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3a above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

Note: During the CPM process, CDE staff will expect to see a statement that the district is required to report summarized data as specified below.

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

Note: Education Code 35186 requires that the district's complaint form contain the following elements. In addition, Education Code 35186 requires that a notice be posted in each classroom in each school in the district, as specified below. See the accompanying exhibits for a sample form and classroom notice.

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. However, complainants need not use the district's Williams complaint form in order to file a complaint. (Education Code 35186)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School Accountability Report Card

35186 Williams uniform complaint procedure

35292.5 Restrooms, maintenance and cleanliness

37254 Supplemental instruction based on failure to pass exit exam by end of grade 12

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4600-4671 Uniform complaint procedures, especially:

4680-4687 Williams complaints

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association:

<http://www.ccesa.org>

California Department of Education, Williams case:

<http://www.cde.ca.gov/eo/ce/wc/index.asp>

State Allocation Board, Office of Public School Construction:

<http://www.opsc.dgs.ca.gov>

Jurupa Unified School District

Williams Uniform Complaint Procedure Form

Education Code Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment, or the lack of opportunity to receive intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information. Response requested: Yes No

Name: _____ Address: _____
Phone Number: Day: _____ Evening: _____
E-mail address, if any: _____

Location of the problem that is the subject of this complaint:

School: _____ Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____ Date problem was observed: _____

Specific issue(s) of complaint (please check all that apply) A complaint may contain more than one allegation:

1. Textbooks and Instructional Materials (Education Code 35186; 5 CCR 4681)

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions (Education Code 35186, 35292.5; 5 CCR 4683)

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition.
- A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when closing of the restroom is necessary for pupil safety or to make repairs.

3. Teacher Vacancy or Misassignment (Education Code 35186; 5 CCR 4683)

- A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
- A teacher lacking credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
- A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

4. High School Exit Exam Intensive Instruction and Services (Education Code 35186)

- Pupils who have not passed the high school exit exam by the end of grade 12 were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after the completion of grade 12.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.

Please file this complaint with the person specified below at the following location:

Name: (Principal) _____ Location: (Address of School) _____

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

H
pg 10

INSTRUCTION

SUBJECT: High School Exit Examination

***Note: The following optional policy is for use by districts that maintain one or more high schools. Education Code 60850-60859 establish the California High School Exit Examination (CAHSEE) in English language arts and mathematics as a condition for high school graduation. Pursuant to Education Code 60859, the State Board of Education (SBE) took action to institute the exit exam as a graduation requirement beginning with the class of 2006. In *O'Connell v. Superior Court (Valenzuela)*, the California Supreme Court and Court of Appeal concluded that the exit exam should apply to the class of 2006 and beyond. See BP/AR 6146.1 - High School Graduation Requirements for additional graduation requirements. ***

***Note: Students with disabilities in the classes of 2006 and 2007 were granted an exemption from the requirement to pass the exit exam pursuant to legislation enacted to implement a settlement agreement in the *Chapman v. California Department of Education* litigation. However, the exemption has expired. Thus, unless the parties reach a settlement or subsequent legislation is enacted, special education students in the Class of 2008 and beyond are required to pass the exit exam, with appropriate variations, accommodations, or modifications, in order to receive a diploma, unless they qualify for a waiver pursuant to Education Code 60851. The accompanying administrative regulation will be reissued as necessary should a settlement be reached. See the accompanying administrative regulation for details regarding the waiver process. ***

***Note: Education Code 60851 requires that the district provide supplemental instruction to students in grades 7-12 who do not demonstrate sufficient progress toward passing the exit exam. AB 347 (Ch. 526, Statutes of 2007) amended Education Code 37254 to require districts that receive the CAHSEE intensive intervention funding to offer students who have not passed one or both parts of the exam by the end of grade 12 the opportunity to receive intensive instruction and services for up to two consecutive academic years or until they have passed both parts of the exam, whichever comes first. See BP/AR 6179 - Supplemental Instruction and BP/AR 6164.2 - Guidance/Counseling Services. ***

The Governing Board desires to ensure that district students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics and are given the opportunity to learn the subjects covered in the high school exit examination required for high school graduation.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.5 - Student Assessment)

(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall ensure that district programs and services, including, but not limited to, instructional materials, staff development, and remediation programs, are aligned with the exit exam.

The Superintendent or designee shall administer the exit exam in accordance with law. (Education Code 60850)

***Note: 5 CCR 1215-1219 specify permitted testing variations for all students, additional testing variations for English language learners, and accommodations and modifications for students with disabilities; see the accompanying administrative regulation. ***

Students may be allowed to take the exit exam with variations, accommodations, or modifications in accordance with law and administrative regulation.

Legal Reference:

EDUCATION CODE

35146 Closed sessions

35186 Williams Uniform Complaint Procedures

37252-37254.1 Supplemental instruction

51041 Evaluation of educational program

52378 Supplemental school counseling program

56026 Individuals with exceptional needs

56101 Waiver of code or regulation

60810 Assessment of language development

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

1200-1225 High school exit examination

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

300.503 Prior notice

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Smiley v. California Department of Education, (2002) 45 Fed.Appx. 780
Chapman v. California Department of Education, (2002) 229 F.Supp.2d 981

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Independent Evaluation of the California High School Exit Examination (CAHSEE),
Annual Reports, Human Resources Research Organization

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource
Guide for Educators and Policy-Makers, December 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, California High School Exit Examination:
<http://www.cde.ca.gov/ta/tg/hs/index.asp>

Educational Testing Service: <http://www.ets.org/cahsee>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

INSTRUCTION

SUBJECT: High School Exit Examination

Note: The following administrative regulation is for use by districts that maintain one or more high schools and reflects requirements for the administration of the high school exit examination required as a condition for high school graduation beginning with the class of 2006, pursuant to Education Code 60850-60859. See also BP/AR 6146.1 - High School Graduation Requirements.

Definitions

Variation means a change in the manner in which a test is presented or administered, or in how a student is allowed to respond, and includes, but is not limited to, accommodations and modifications as defined in Education Code 60850. (5 CCR 1200)

Accommodation means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. (Education Code 60850)

Modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. (Education Code 60850)

District and Test Site Coordinators

On or before July 1 of each school year, the Superintendent shall designate a high school exit examination coordinator from among district employees and shall notify the test contractor of the identity and contact information of the coordinator. The district coordinator or Superintendent or designee shall be available throughout the year; shall serve as the liaison between the district and the test contractor and between the district and the California Department of Education (CDE) for all matters related to the exit examination; and shall perform additional duties specified in 5 CCR 1209-1211.5. (5 CCR 1209)

Annually, the district coordinator or Superintendent or designee shall designate a test site coordinator for each test site to fulfill the responsibilities specified in 5 CCR 1210-1211.5. (5 CCR 1210)

All district and test site coordinators shall sign a test security affidavit pursuant to 5 CCR 1211.5.

Access to exam materials shall be limited to students taking the exam and individuals who have signed the test security affidavit, including employees directly responsible for test administration. All district and test site coordinators shall be responsible for

inventory control. (5 CCR 1211)

Administration

***Note: 5 CCR 1204 and 1204.5 clarify the testing dates for students in grades 10-12, as provided below. ***

The high school exit exam shall be administered as follows: (Education Code 60851; 5 CCR 1204, 1204.5)

1. Students shall take the exam once per school year while in grade 10.
2. Students in grade 11 who have not yet passed one or both sections of the exam shall have up to two opportunities per year to take the section(s) of the exam not yet passed and may elect to take the exam during these opportunities. These students shall not be tested in successive administrations within a school year. Students should be offered appropriate remediation or supplemental instruction before being retested.
3. Students in grade 12 shall have up to three opportunities to take the section(s) of the exam not yet passed. The district shall offer either three opportunities during grade 12 or two opportunities in grade 12 and one opportunity in the year following grade 12 to take the exam. Eligible students in grade 12 may elect to take the exam during district-provided opportunities. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6179 - Supplemental Instruction)

Note: Item #4 below is for use by districts maintaining adult schools. As amended by Register 2006, No. 30, 5 CCR 1204.5 specifies that eligible adult students shall have up to three opportunities to pass the exam and may take the exam in successive administrations. Throughout the remainder of this regulation, the term "student" also includes "adult students," unless otherwise specified.

4. Adult students shall have up to three opportunities per year to take the section(s) of the exam not yet passed and may elect to take the exam during these opportunities. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6200 - Adult Education)

The Superintendent or designee shall administer the exit exam in each district high school on the dates designated by the Superintendent of Public Instruction (SPI) as exam days or make-up days. (Education Code 60851)

***Note: Education Code 60852 provides that students who do not possess sufficient English language skills to be assessed do not have to pass the exam for a period up to 24

calendar months of enrollment in the California public school system, as specified below. However, all students must ultimately pass the exam, in English, in order to receive a high school diploma.***

If a student does not possess sufficient English language skills to be assessed on the exit exam, the Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing, and comprehension in the English language. (Education Code 60852)

(cf. 6174 - Education for English Learners)

Test administrators at the test sites shall be responsible for the accurate identification of eligible students to whom the exit exam is to be administered. This identification shall be made through the use of photo identification or positive recognition by an employee of the district. (5 CCR 1203)

Any student found to have cheated, assisted others in cheating, or compromised the security of the exam shall not receive a score from that test administration. (5 CCR 1220)

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

Testing Variations for All Students

The Superintendent or designee may provide any student taking the exam with extra time within a testing day, simplified or clarified test directions, and/or student marks (other than responses) in test booklets. (5 CCR 1215)

A student may also be provided the following testing variations if they are regularly used in the classroom: (5 CCR 1215)

1. Special or adaptive furniture
2. Special lighting, special acoustics, visual magnifying, or audio amplification equipment
3. An individual carrel or study enclosure
4. Testing of individual students in a separate room provided that the student is directly supervised by an employee who has signed the test security affidavit
5. Colored overlay, mask, or other means to maintain visual attention to the exam or test items
6. Manually Coded English or American Sign Language to present directions for test

administration

At least 30 working days before the proposed administration of the exam, the Superintendent or designee may submit a request to the CDE for a case-by-case review of a proposed variation that is not specified in law. (5 CCR 1218)

Testing Variations for English Language Learners

Note: 5 CCR 1217 authorizes districts to provide additional testing variations for English language learners if regularly used in the classroom for assessment. In order to help ensure that students have an equal opportunity to pass the exam, it is recommended that testing variations be provided on a districtwide basis as consistently as possible and that the same variations be provided to all English language learners regardless of their primary language.

In addition to testing variations allowed for all students, identified English language learners may be allowed the following testing variations if regularly used in the classroom or for assessments: (5 CCR 1217)

1. Flexible setting: English language learners may have the opportunity to be tested in a separate room with other English language learners provided that the students are directly supervised by an employee who has signed the test security affidavit.
2. Flexible schedule: English learners may have additional supervised breaks within a testing day.
3. Flexible time: English learners may have extra time on the exam within a testing day.
4. Translated directions: English learners may have the opportunity to hear the test directions printed in the test contractor's manual translated into their primary language. English learners may have the opportunity to ask clarifying questions about the test directions in their primary language.
5. Glossaries: English learners may have access to translation glossaries (English to primary language). The glossaries are to include only the English word or phrase with the corresponding primary language word or phrase. The glossaries shall include no definitions or formulas.

Accommodations/Modifications for Students with Disabilities

***Note: For students with disabilities, 5 CCR 1215.5-1216 and Education Code 60850 authorize districts to administer the exam with certain accommodations or modifications under the conditions specified below. ***

A student with disabilities shall be permitted to take the exit exam with accommodations

or modifications when the student's individualized education program (IEP) or his/her Section 504 plan specifies their use on the exam, for standardized testing, or during classroom instruction and assessments. (Education Code 60850; 5 CCR 1215.5, 1216)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Note: 5 CCR 1215.5 specifies the following allowable accommodations. In addition, the California Department of Education (CDE) maintains a list of additional accommodations and modifications that are approved for student use. The list is available on the CDE's web site.

The use of accommodations shall not invalidate a student's test score(s). Accommodations may include: (5 CCR 1215.5)

1. Presentation accommodations, including large-print versions in 20-point font, test items enlarged if larger than 20-point font is required, Braille transcriptions provided by the test contractor, audio or oral presentation of the mathematics section of the exam, or use of Manually Coded English or American Sign Language to present test questions on the mathematics section of the exam

2. Response accommodations, including responses marked in the test booklet and transferred to the answer document by an employee who has signed the test security affidavit; responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe for selected-response items (e.g., multiple-choice test questions); responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter on the writing portion of the exam and the student indicates all spelling and language conventions; word processing software with spell and grammar check tools turned off on the writing portion of the exam; or an assistive device that does not interfere with the independent work of the student on the multiple-choice or writing portion of the exam

3. Scheduling/timing accommodations, including testing over more than one day after consultation with the test contractor, supervised breaks within a section of the exam, and administration of the exam at the most beneficial time of day to the student after consultation with the test contractor

4. Setting accommodations, including tests administered by a test examiner to a student at home or in the hospital

The use of modifications shall invalidate a student's test score because they fundamentally alter what the test is designed to measure. Modifications may include: (5 CCR 1216)

1. Arithmetic table, calculators, or math manipulatives on the mathematics section of the exam
2. Audio or oral presentation of the English language arts section of the exam
3. Manually Coded English or American Sign Language to present test questions on the English language arts section of the exam
4. Spell checkers, grammar checkers, or word processing software programs that check or correct spelling and/or grammar on the writing portion of the exam
5. Mechanical or electronic devices or other assistive devices that are not used solely to record the student's responses including, but not limited to, transcribers, scribes, voice recognition or voice-to-text software, and that identify a potential error in the student's response or that correct spelling, grammar, or conventions on the writing portion of the exam
6. Responses dictated orally, in Manually Coded English, or in American Sign Language to provide an essay response to a scribe and the scribe provides spelling, grammar, and language conventions
7. Dictionary on any section of the exam

Waiver for Students with Disabilities

Note: Pursuant to 5 CCR 1216, students with disabilities who have taken the exam with one or more modifications that alter what the exam measures have not "successfully passed" the exam. The score report for the section(s) of the exam in which the modifications were used will be marked "not valid." However, if the score is equivalent to a passing score, the parent/guardian may request that his/her child receive a waiver pursuant to Education Code 60851. The waiver allows a student with a disability who has passed the exam with modifications to graduate from high school and receive a diploma even though, by definition, he/she has not successfully passed the exit exam. See E(1) and E(2) for a sample waiver request form and principal certification form.

The parent/guardian of a student with disabilities who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit a request for a waiver to the Governing Board. The Board may waive the requirement to successfully pass the exam if the principal certifies that the student has all of the following: (Education Code 60851)

1. An IEP or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam

2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam

3. An individual score report showing that the student has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education (SBE)

***Note: Education Code 35146 authorizes a closed session of the Board for those actions involving a student for which disclosure of information during an open session would violate the privacy of student records protected from disclosure by state and federal law. Because the evaluation of the waiver application involves disclosure of the student's exit exam score and the contents of his/her individualized education program (IEP) or Section 504 plan, it is CSBA's opinion that the Board should consider the waiver in closed session, although, as is the case with other actions involving student matters, the final action of the Board must be taken in open session. See BB 9321 - Closed Session Purposes and Agendas and BB 9321.1 - Closed Session Actions and Reports. ***

In order to protect the student's privacy rights, the waiver request shall be considered in closed session. Final Board action on the waiver request shall be taken in open session and shall be a matter of public record. The student's name shall not be disclosed in open session.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

***Note: The following optional paragraph ensures that parents/guardians receive information about the requirements for obtaining a waiver for their child. ***

The principal or designee shall notify parents/guardians of students with disabilities about the criteria and process for applying for a waiver of the requirement to successfully pass the exit exam.

Records

The Superintendent or designee shall maintain a summary data file of all students who participate in each test administration. This summary data file shall include the following information for the English language arts section and the mathematics section for each test administration: (5 CCR 1205)

1. The date on which each section of the exam was taken
2. The full name of each student who took each section of the exam
3. The grade level of each student at the time each section of the exam was taken

4. Whether each student has satisfied the requirement to successfully pass each section of the exam

In addition, the Superintendent or designee shall provide the test contractor with the student demographic information specified in 5 CCR 1207.

Within 60 days of receiving electronic data files from the test contractor, the Superintendent or designee shall enter the following information in each student's permanent record: (5 CCR 1206)

1. The date on which the student took each section of the exam

2. Whether the student has satisfied the requirement to successfully pass each section of the exam

(cf. 5125 - Student Records)

Notifications

Note: Education Code 60850 provides that the exam cannot be administered to students who have not received adequate written notice through the annual notification process pursuant to Education Code 48980 or at the time a student transfers into the district; see BP/AR 6146.1 - High School Graduation Requirements. 5 CCR 1208 requires districts to maintain records of the written notification sent to each parent/guardian.

At the beginning of each school year, the Superintendent or designee shall provide written notification of the exit exam requirement to all students in grades 9-12 and to their parents/guardians. Such notification shall also be provided to any student who transfers into the district after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam, and shall inform the parent/guardian that passing the exam is a condition of graduation. The Superintendent or designee shall maintain documentation that the parent/guardian of each student has been sent this written notification. (Education Code 48980, 60850; 5 CCR 1208)

(cf. 5145.6 - Parental Notifications)

(cf. 6146.1 - High School Graduation Requirements)

Prior to each administration of the exam, the Superintendent or designee shall notify students of the provisions of 5 CCR 1220 related to the consequences of cheating. (5 CCR 1220)



RIVERSIDE LAFCO

RECEIVED

APR 25 2008

Superintendents Office
Jurupa Unified School District

April 17, 2008

Riverside County Clerk of the Board of Supervisors
Nancy Romero, Clerk of the Board
4080 Lemon Street, 1st Floor
Riverside, CA 92501-1409

Re: Petition for Reorganization to Include Eastvale and detachment
from Jurupa Area Recreation & Park District.

Dear Ms. Romero:

Please be advised that the enclosed Notice of Intent to Circulate
Petition has been filed with this office. The petition proposes an
incorporation of Eastvale and detachment from the Jurupa Area
Recreation & Park District of approximately 15 square miles (Chief
Registered Voter Petitioner: Jeffrey DeGrandpre).

The proposed incorporation boundaries are the 60 freeway to the north,
Wineville Ave. to the east, Hellman Ave. to the west and the Santa Ana
River to the south. (Please reference the attached map and see Thomas
Bros. pg. 643,E-7, 683,E-1, 712,H-1 and 713,D-1)

Please call if you have any questions.

Sincerely,

George J. Spiliotis
Executive Officer

Attachments:

- Notice of Intent to Circulate Petition
- Registered Voter Petition for Proceeding Pursuant to CKH
- Map of potential Incorporation

cc: John Tavaglione, Supervisor, Second District
Tina Grande, County Executive Office
Dan Rodriguez, Jurupa Area Recreation & Park District

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9.1

Affected local agencies:

Inland Empire Resource Conservation District
Jurupa Community Services District
Jurupa Unified School District
Jurupa Union Joint-Comp Unified
Metropolitan Water District
Northwest Mosquito & Vector Control District
Riverside County Regional Park & Open Space
Riverside County Office of Education
Riverside City Community College
Western Municipal Water District

NOTICE OF INTENT TO CIRCULATE PETITION

NOTICE IS HERBY GIVEN of the intention to circulate a petition proposing to Incorporate the City of Eastvale and detach from the Jurupa Area Recreation & Parks District.

The reasons for this proposal are:

- To increase local control and accountability for decisions affecting the Eastvale Community
- To retain local tax revenues for use in the Eastvale Community to support municipal services and programs
- To promote services tailored to the needs of the local residents.
- To increase opportunities for resident participation in civic and government activities.
- To promote orderly governmental boundaries.

The sample petition including a map of the proposed incorporated area is attached.

Eastvale Incorporation Committee
12672 Limonite, #3E-257
Eastvale, CA 92880

Signed by: *J. M. [Signature]*

Dated: 4-14-08

OK
J.M. [Signature]
4/15/08

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PLEASE CONSULT LAFCO STAFF CONCERNING YOUR FINAL PETITION
PRIOR TO CIRCULATION

**REGISTERED VOTER PETITION FOR PROCEEDINGS PURSUANT TO
THE CORTESE - KNOX - HERTZBERG
LOCAL GOVERNMENT REORGANIZATION ACT OF 2000**

The undersigned hereby petition(s) the Riverside Local Agency Formation Commission for approval of a proposed change of organization or reorganization, and stipulate(s) as follows:

This proposal is made pursuant to Part 3, Division 3, Title 5 of the California Government Code (commencing with Section 56650, Cortese-Knox-Hertzberg Local Government Reorganization Act of 2000).

The specific change(s) of organization proposed (i.e., annexation, detachment, dissolution, etc.) is/are:

To incorporate as the City of Eastvale and detach from the Jurupa Area Recreation & Parks District. The boundaries are the 60 freeway to the north, Wineville Ave. to the east, Hellman Ave. to the west and the Santa Ana River to the south.

The boundaries of the territory included in the proposal are described in Exhibit(s) A attached hereto and by this reference incorporated herein.

The territory included in the proposal is: **INHABITED** (12 or more registered voters) **UNINHABITED** (Less than 12 registered voters)

This proposal is is not consistent with the sphere(s) of influence of the affected city(ies) and/or district(s).

The reason(s) for this proposal is/are:

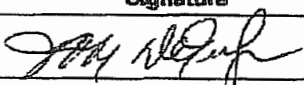
- To increase local control and accountability for decisions regarding the community.
- Retain local tax revenues for use within the community.
- Promote orderly governmental boundaries.
- Increase opportunities for residents to participate in civic and governmental activities.

This proposal is requested to be made subject to the following terms and conditions:

The persons signing this petition have signed as REGISTERED VOTERS.

Wherefore, petitioner(s) request(s) that proceedings be taken in accordance with the provisions of Section 56000, et seq., of the Government Code and herewith affix signature(s) as follows:

THE CHIEF PETITIONERS OF THIS PROPOSAL ARE:
(Not to exceed three)

Printed Name	Signature	Mailing Address	Date
Jeffrey DeGrandpre		12672 Limonite, #3E-257, Corona, CA 92888	4/14/08

NOTICE TO THE PUBLIC

**THIS PETITION MAY BE CIRCULATED BY PAID SIGNATURE GATHERER
OR A VOLUNTEER. YOU HAVE THE RIGHT TO ASK.**

**THE USE OF YOUR SIGNATURE FOR ANY PURPOSE OTHER THAN QUALIFICATION
OF THIS MEASURE FOR THE BALLOT IS A MISDEMEANOR. COMPLAINTS
ABOUT THE MISUSE OF YOUR SIGNATURE MAY BE MADE TO THE
SECRETARY OF STATE'S OFFICE.**

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Each of us for himself or herself states: I have personally affixed my own signature and date of such signature to this petition. Further, I am an eligible registered voter of the County of Riverside, California, within the affected area of this proposal, at the time of signing and I have correctly printed my place of residence hereon. RESIDENCE means a number and street address or description sufficient for the Registrar of Voters to locate property on a map. Post Office box numbers or route numbers CANNOT BE USED AND WILL NOT BE ACCEPTED. I understand that this petition may not be circulated separately from a description of the area involved and a map showing the area involved. The specific proposal being requested must appear on the reverse side of this sheet.

1. Print Your Name	Residence Address Only	Date	For Official Use Only
Signature as Registered to Vote	City		
2. Print Your Name	Residence Address Only	Date	For Official Use Only
Signature as Registered to Vote	City		
3. Print Your Name	Residence Address Only	Date	For Official Use Only
Signature as Registered to Vote	City		
4. Print Your Name	Residence Address Only	Date	For Official Use Only
Signature as Registered to Vote	City		
5. Print Your Name	Residence Address Only	Date	For Official Use Only
Signature as Registered to Vote	City		
6. Print Your Name	Residence Address Only	Date	For Official Use Only
Signature as Registered to Vote	City		
7. Print Your Name	Residence Address Only	Date	For Official Use Only
Signature as Registered to Vote	City		
8. Print Your Name	Residence Address Only	Date	For Official Use Only
Signature as Registered to Vote	City		
9. Print Your Name	Residence Address Only	Date	For Official Use Only
Signature as Registered to Vote	City		
10. Print Your Name	Residence Address Only	Date	For Official Use Only
Signature as Registered to Vote	City		

DECLARATION OF CIRCULATOR (To be completed after above signatures have been obtained)
 (All blanks must be written in circulator's own hand)

I, _____, circulated this section of petition and witnessed each of the appended signatures being written. Each signature on this petition is, to the best of my information and belief, the genuine signature of the person whose name it purports to be.

My residence address is _____

All signatures on this document were obtained between the dates of _____ and _____

I declare under penalty of perjury under the laws of the State of California that the foregoing declaration is true and correct.

Executed on _____ at _____ California.
 (date) (place)

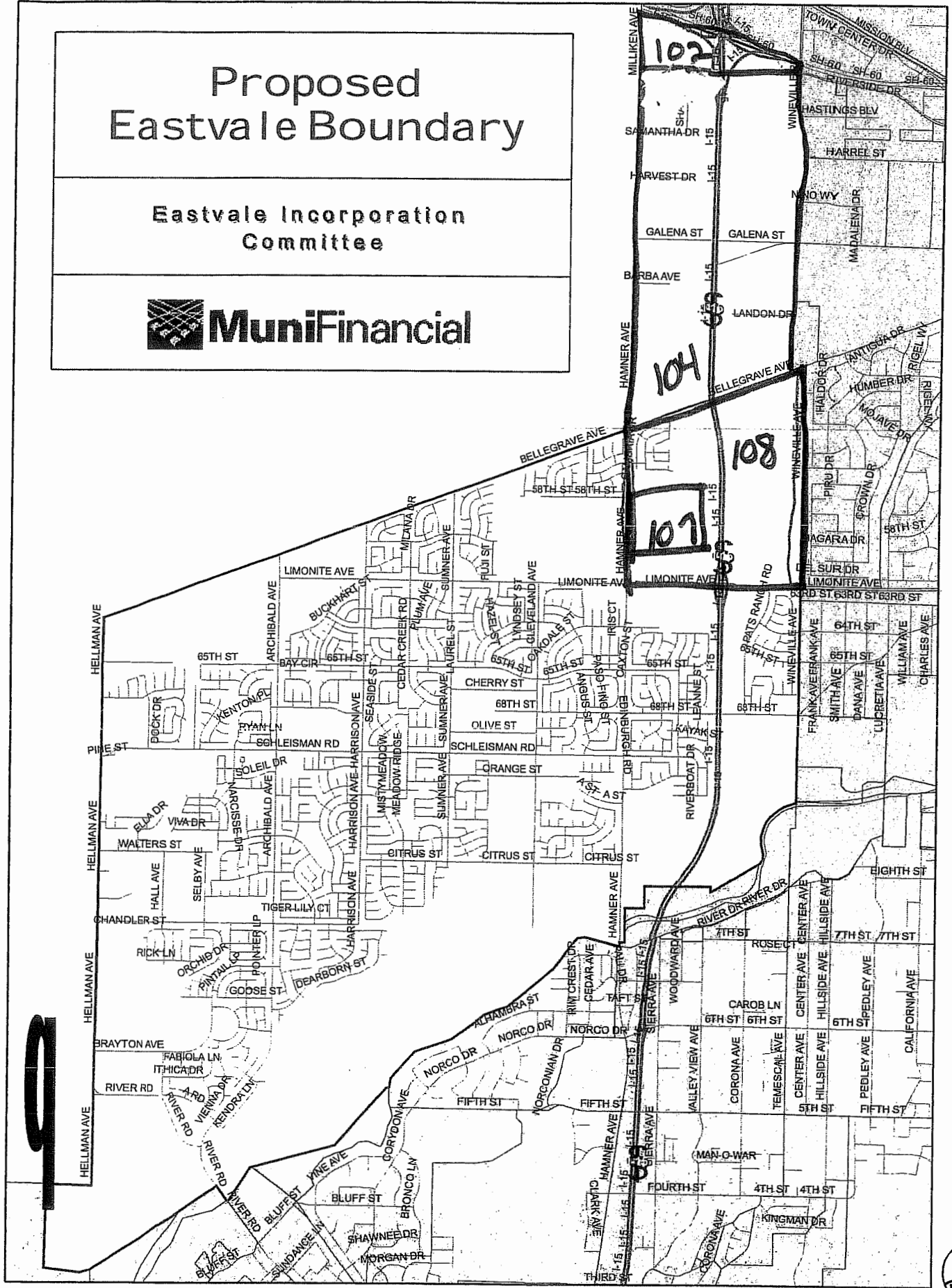
Complete Signature of Petition Circulator _____

REVISED 08/2004

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Proposed Eastvale Boundary

Eastvale Incorporation Committee



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Jurupa Unified School District

Personnel Report #19

May 5, 2008

Extra Compensation Assignment

Education Services; stipend to attend optional staff development day at Nueva Vista; March 24 & 27, 2008; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$1,750 total.

Ms. Lucile Arntzen
Mr. Jeff Jacobs
Mr. Doug Torbert

Ms. Margery Ashwood
Mr. James Rose

Ms. Traci Coffelt
Ms. LeDair Sanner

Education Services; stipend to attend optional staff development day at Camino Real; March 29, 2008; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$6,500 total.

Ms. Gloria Arredondo
Ms. Gloria Bravo-Carmona
Ms. Paula Cannon
Ms. Paula Goldberg
Ms. Mary Harris
Ms. Colleen Kellar
Ms. Jisu Kim
Ms. Sylvia Pizana
Ms. Julie Stice

Ms. Joan Bain
Ms. LeAnn Bryan
Mr. Daniel Cornejo
Ms. Kathryn Gonzalez
Ms. Wendy Holder
Ms. Flo Kent
Ms. Nancy Liverman
Ms. Gayle Ravenscroft
Ms. Denise Turner

Ms. Anita Bidart
Ms. Carol Camacho
Ms. Alicia Dallas
Ms. Karen Gotschall
Ms. Penelope Joven
Ms. Linda Kenyan
Ms. Shelli Miller
Ms. Donnalee Simpson

Education Services; stipend to attend optional staff development day at Peralta; March 29, 2008; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$8,000 total.

Ms. Laura Berkeley
Ms. Claudia Clark
Ms. Beatriz Farone
Ms. Jacki Johnson
Ms. Christa Kish
Ms. Rebecca Miller
Ms. Tara Mortensen
Ms. Jessica Pegg
Ms. Judy Smith
Ms. Marie Wayland
Ms. Courtney Wilson

Ms. Carrie Carson
Ms. Danah Collier
Ms. Melissa Fox
Ms. Torrie King
Ms. LaNae Maalona
Ms. Lisa Monefeldt
Mr. Mike Nelson
Ms. Victoria Preciado
Ms. Christi Smith
Ms. Linda Webb
Ms. Nancy Woodhead

Ms. Shauna Cauchon
Ms. Julia Delameter
Ms. Carisa Hernandez
Ms. Heather Kinnersley
Ms. Kathy Mason
Ms. Deloris Morgan
Ms. Jessica Ochoa
Ms. Alexandra Rangel
Ms. Hayley Wangerin
Ms. Sandy West

Education Services; stipend to attend optional staff development day at Jurupa Middle School; March 18 & 19, 2008; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$6,750 total.

Ms. Margaret Alonzo
Ms. Lynne Bjazevich
Ms. Veronica Capata
Ms. Malynia Estrada
Ms. Rebecca Gomez
Ms. Lisa Levine-Perkins
Ms. Ann Marie McCoy
Ms. Molly Monge
Ms. Tara Vines

Ms. Judy Berndt
Mr. Nicholas Blake
Mr. James Clark
Mr. Pen Fawaz
Mr. Steven Hughes
Ms. Laila Lewis
Mr. Terry Noring
Mr. Kevin Roughton
Mr. Darrel Walker

Ms. Christa Biddle
Ms. Melissa Bope
Ms. Stefny Courtney
Ms. Louise Gillette
Ms. Tonya Leon
Mr. Humberto Lizarraga
Mr. David O'Rafferty
Mr. Brian Shaffer
Mr. Christopher Woodside

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Services; annual stipend for elementary instrumental music coordinators; 2007-2008 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$6,089 total.

Mr. David Jacobs Mr. Clifford Keating Mr. Robin Snyder
Mr. Michael Wasinger

Education Services; stipend to joint panel members for PAR program; January-June 2008; appropriate rate of pay; Funding Source: California Peer Assistance and Review; \$7,750 total.

Ms. Fran Rice-Laabs Ms. Lucile Arntzen Mr. John Hill
Mr. Doug Torbert

Education Services; meet with consulting teachers, post observations, and attend CFASST meetings; September 2007 through March 2008; not to exceed 35 hours; appropriate hourly rate of pay; Funding Source: BTSA; \$1,268 total.

Ms. Tara Mortensen Ms. Courtney Wilson Ms. Lisa Monefeldt
Ms. Kimberly Sanchez Ms. Rachel Rosario Mr. Christopher Wolfe
Ms. Erin Tannaz Mr. Alfonso Barrientos Ms. Cheryl Lauritzen
Ms. Maria Bromley Mr. Wayne Fowler

Education Technology; update and amend EETT Grant application; April 7-11, 2008; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: Title II, Teacher Quality; \$2,451 total.

Ms. Paula Ford

Camino Real Elementary; provide extended learning opportunities; April 14, 2008 through May 2, 2008; not to exceed 6 hours per week; appropriate hourly rate of pay; Funding Source: FELO/SELO Programs; \$681 total.

Ms. Sylvia Pizana

Granite Hill Elementary; provide extended learning opportunities to students; April 1, 2008 through May 2, 2008; not to exceed 2 hours per week each; appropriate hourly rate of pay; Funding Source: Gifted and Talented Education; \$757 total.

Mr. Otis Allmon Mr. Steve Santiago Ms. Erin Hill
Ms. Karianne Patton Ms. Victoria Watanabe Ms. Kelly Keprios
Ms. Shelley Edwards Ms. Erin Richards

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Granite Hill Elementary; extra compensation duties for the 2007-2008 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$10,760 total.

Student Study Team Leader	Ms. Sandra Young
Combination Class	Ms. Conie Mena
Combination Class	Ms. Norma Arvayo
Combination Class	Ms. Victoria Watanabe
Combination Class	Ms. Kristin Alkire
Testing Coordinator	Ms. Marcia McVey
Technology Coordinator	Mr. Steve Santiago
EL Facilitator	Ms. Norma Arvayo
GATE Coordinator	Ms. Nenoise Trotter
Safe School Site Coord.	Ms. Erin Hill
Safe School Site Coord.	Ms. Sherine Patton
Science Fair Coordinator	Ms. Kelly Keprios
Spelling Bee Coordinator	Mr. Otis Allmon
Principal Designee	Mr. Otis Allmon
Talent Show Coordinator	Ms. Tracey Douglas
Accelerated Reading Coord.	Mr. Sean Edwards
Student Council	Ms. Kara Davis
Student Council	Ms. Maria Gadsden
Yearbook Advisor	Ms. Kathleen Brooks
Yearbook Advisor	Ms. Lorena Fong
Yearbook Advisor	Ms. Saundra Pedro
Yearbook Advisor	Ms. Jamie Smallwood
Grade Level Leader	Ms. Felician Brown-Horner
Grade Level Leader	Ms. Rhonda Werthman
Grade Level Leader	Ms. Saundra Pedro
Grade Level Leader	Ms. Debbie Ramirez
Grade Level Leader	Ms. Cassandra Lemus
Grade Level Leader	Ms. Kelly Keprios
Grade Level Leader	Mr. Otis Allmon

Indian Hills Elementary; provide family night to parents and students; April 25, 2008; not to exceed 44 hours total; appropriate hourly rate; Funding Source: Title I Basic Grants Low Income; \$1,665 total.

Ms. Judy Smith	Ms. Sandy Tucker	Ms. Traci Skinner
Ms. Leticia Mata	Ms. Christina Reza	Ms. LaJuana Pate
Ms. Kathleen Jaramillo	Ms. Melissa Martinez-Lantz	Ms. Kristie Burson
Ms. Alison Young	Ms. Reanna Sollazzo	

Mission Bell Elementary; attend optional staff development day; March 31-April 1, 2008; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$7,500 total.

Ms. Sandie Allen	Mr. Jim Beckley	Ms. Sharon Carey
Ms. Michelle Castaneda	Ms. Chelsie daCosta	Ms. Francie Dempsey
Ms. Debbi England	Ms. Lynda Finch	Mr. Stevan Flores
Ms. Monica Graves	Ms. Denyse Hart	Ms. Lori Knight
Ms. Sherri Kposowa	Ms. Annemarie Lee	Ms. Christina Macias
Ms. De'Ann McWilliams	Ms. Kathy Nitta	Mr. Alejandro Ortiz
Ms. Debra Parker	Ms. Donna Prince	Ms. Ramona Sanchez
Ms. Lori Smith	Ms. Elisa Sosa-Martin	Ms. Amy Stanford
Ms. Loretta Stevenson	Ms. Janine Stewart	Ms. Joanne Tyler
Ms. Sandra Wiersma		

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Pacific Avenue Elementary; extra compensation duties for the 2007-2008 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$16,540 total.

Combination Class	Ms. Janice Kidd
Combination Class	Ms. Candy Kvidahl
Combination Class	Ms. Lisa Dutra
Combination Class	Mr. Bruce Hebert
Retention Coordinator	Mr. Bruce Hebert
EL Facilitator	Ms. Robyn Anderson
Student Study Team Leader	Ms. Robyn Anderson
Testing Coordinator	Ms. Robyn Anderson
Principal Designee	Ms. Robyn Anderson
Principal Designee	Ms. Lisa Dutra
Science Fair Coord.	Ms. Lisa Dutra
Science Fair Coord.	Mr. Brian Mitchell
Technology Coordinator	Ms. Deborah Betz
GATE Coordinator	Ms. Jyll Morris
Safe School Site Coord.	Ms. Karen Morales
Spelling Bee Coordinator	Ms. Janet Coleman
Student Council	Ms. Lisa Rodriguez
Student Council	Ms. Jennifer Lester
Designated Translator	Ms. Irma Sanchez
Grade Level Leader	Ms. Judee Pronovost
Grade Level Leader	Ms. Karen Morales
Grade Level Leader	Ms. Patricia Valle-Sanchez
Grade Level Leader	Ms. Deborah Betz
Grade Level Leader	Mr. Bruce Hebert
Grade Level Leader	Ms. Jennifer Lester
Grade Level Leader	Mr. Hector Sanchez
Grade Level Leader	Ms. Janet Coleman

Pedley Elementary; extra compensation duties for the 2007-2008 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$2,275 total.

Combination Class	Mr. Shawn Brandon
Combination Class	Ms. Lisa Cook
Combination Class	Ms. Marleen Jockers
Combination Class	Ms. Joan Knowlton
Combination Class	Ms. Sue Thompson

Sky Country Elementary; attend optional staff development day; March 18 & 20, 2008; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$6,500 total.

Ms. Michelle Akana	Ms. Suzanne Ali	Ms. Julya Anderson
Ms. Jamey Bettencourt	Ms. Rolanda Cavazos	Mr. Darwin Dallas
Ms. Karen Dunlap	Ms. Margie Forward	Ms. Sue Guerriero
Ms. Terri Heckroth	Mr. Charles Lantz	Ms. Shelley Levers
Ms. Sally Louis	Ms. Barbara McNutt	Ms. Janelle Ness
Ms. Dawn Owen	Ms. Lisa Pacheco	Ms. Cindy Palmer
Ms. Traci Payo	Ms. Jessica Ramirez	Mr. Bruce Ravenscroft
Ms. Fran Rise-Laabs	Ms. Cathy Seidel	Ms. Kim Sorenson
Ms. Tracey Starling	Ms. Susan Tanner	

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assicnment

Jurupa Middle School; extra compensation duties for the 2007-2008 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$31,174 total.

ASB Advisor	Mr. Nicholas Blake
Choral Music Coordinator	Ms. Laila Lewis
Color Guard Advisor	Mr. Matt Regua
EL Facilitator	Ms. Magdalena Ramirez
Head Grade Sponsor (2)	Mr. Nicholas Blake
Instrumental Music Coord.	Mr. Jay Hakomaki
Journalism Advisor	Mr. Darrel Walker
Yearbook Advisor	Mr. Darrel Walker
Safe Schools Coordinator	Ms. Lynne Bjazevich
Safe Schools Coordinator	Ms. Magdalena Ramirez
Student Study Team Leader	Ms. Nora Hopkins
Testing Coordinator	Ms. Rebecca Brawner
Technology Coordinator	Ms. Veronica Capata
GATE Coordinator	Mr. Steven Hughes
Science Fair Coordinator	Mr. Tom Morrison
Spelling Bee Coordinator	Ms. Melissa Bope
Designated Translator	Ms. Nancy Rivera
Department Chair	Ms. Rebecca Brawner
Department Chair	Mr. Scott Hill
Department Chair	Ms. Veronica Capata
Department Chair	Mr. Jose Ramirez
Department Chair	Mr. Mike Goltry
Department Chair	Ms. Stephanie King
Department Chair	Ms. Magdalena Monge
Department Chair	Ms. Rebecca Gomez

Jurupa Valley High School; extra compensation duties for the 2007-2008 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$93,465 total.

ASB Advisor	Ms. Karen Martinez
Choral Music Coordinator	Ms. Melva Morrison
Drama Advisor	Ms. Elizabeth McCarley
Drill Team Advisor	Mr. Mack White
EL Facilitator	Ms. Elizabeth O'Connor
Forensic Advisor	Mr. William Pine
GATE Coordinator	Ms. Stella Sloan
Head Class Sponsor	Ms. Pasqualita Olguin
Head Class Sponsor	Ms. Monica Werwee
Head Class Sponsor	Ms. Kelly Dodd
Head Class Sponsor	Ms. Claudia Liggan
Instrumental Music Coord.	Mr. Nathaniel Robinson
Pep Squad Advisor	Ms. Monica Werwee
Safe School Coordinator	Ms. Onie Castillo
Science Fair Coordinator	Ms. Teresa Miner
Student Study Team Leader	Ms. Connie Finazzo
Technology Coordinator	Mr. Julie Rosa
Testing Coordinator (3)	Ms. Laretta Wilson-Cortez
Yearbook Advisor	Ms. Judith Hall
Department Chair	Ms. Cheryl Boyce
Department Chair	Mr. Donn Cushing
Department Chair	Mr. Mark Gard
Department Chair	Mr. Rob Norwood
Department Chair	Ms. Julie Paul
Department Chair	Mr. Mervin Tapsfield
Department Chair	Mr. Vince Tieri
Department Chair	Mr. Paul Viafora
Department Chair	Mr. Paul Wakefield
Department Chair	Ms. Monica Werwee

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Jurupa Valley High School; provide supervision during CIF games; February & March 2008; not to exceed 32 hours; appropriate hourly rate of pay; Funding Source: Discretionary-Allocations; \$1,211 total.

Ms. Kelly Dodd
Mr. Tim Hopper
Mr. Ric Slagle

Mr. Mark Gard
Mr. Gareth Richards
Ms. Monica Werwee

Mr. Nate Hass
Mr. Mark Saugstad

Leave of Absence

Resource Specialist

Ms. Lana Bannon
23592 Bella Vista Rd.
Corona, CA 92883

Maternity Leave
April 5, 2008 through
May 30, 2008 with use
of sick leave.

Teacher

Ms. Malyndi Estrada
600 Central Ave. #396
Riverside, CA 92507

Maternity Leave
April 11, 2008 through
June 5, 2008 with use
of sick leave.

Teacher

Ms. Jocelyn Gonzalez
6235 Indian Camp Rd.
Riverside, CA 92509

Maternity Leave
March 13, 2008 through
May 30, 2008 with use
of sick leave.

50% Teacher

Ms. Monica Jarcy
850 S. Lee Marie Cir.
Anaheim, CA 92808

Unpaid Special Leave
July 1, 2008 through
June 30, 2009 without
compensation, health &
welfare benefits, or
increment advancement.

Resignation

50% Teacher

Ms. Heidi Kraus
2970 Bighorn Dr.
Corona, CA 92881

Eff. June 18, 2008

Teacher

Mr. Robert Maimbourg
230 S. Old Bridge Rd.
Anaheim, CA 92808

Eff. May 16, 2008

ROTC Teacher

Mr. William Pine
17354 Star Canyon Ct.
Riverside, CA 92503

Eff. June 30, 2008

Teacher

Ms. Janet Thompson
1371 Parkside Dr.
Riverside, CA 92506

Eff. June 30, 2008

Teacher

Ms. Marcia Weaver
915 High Peak
Riverside, CA 92506

Eff. June 19, 2008

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Personnel Report #19

CERTIFICATED PERSONNEL

Substitute Assignment

Teacher	Ms. Alexa Arroyo 5598 Serenity Pl. Apt. D Mira Loma, CA 91752	As needed Emergency 30-Day Permit
Teacher	Ms. Engy Awad 3842 San Lorenzo River Ontario, CA 91761	As needed Preliminary Single Subject French
Teacher	Mr. Kevin Ball 6625 Clay St. Riverside, CA 92509	As needed Prospective Teacher Permit
Teacher	Mr. Michael Coppers 10444 Charleston Dr. Riverside, CA 92503	As needed Emergency 30-Day Permit
Teacher	Ms. Leslie Dellaro 5879 Cedar St. Riverside, CA 92509	As needed Emergency 30-Day Permit
Teacher	Ms. Lindsey Empson 15304 Spyglass Dr. Lake Elsinore, CA 92530	As needed Prospective Teacher Permit
Teacher	Ms. Olivia Martin 11852 Mt. Vernon #662 Grand Terrace, CA 92313	As needed Emergency 30-Day Permit
Teacher	Mr. Mario Minwary 109 Eaton Ct. San Bernardino, CA 92408	As needed CBEST Waiver
Teacher	Ms. Valerie Ortiz 5469 Sunset Ridge Dr. Riverside, CA 92509	As needed Emergency 30-Day Permit
Teacher	Ms. Andra Reed 7487 Blackhills Dr. Riverside, CA 92509	As needed Emergency 30-Day Permit
Teacher	Ms. Diana Rivera 5871 Palencia Dr. Riverside, CA 92509	As needed Emergency 30-Day Permit
Teacher	Ms. Nichole Rubio 3728 Brookoak Riverside, CA 92501	As needed CBEST Waiver
Teacher	Ms. Angenette Thomas 9850 Royal Way Rancho Cucamonga, CA 91730	As needed Emergency 30-Day Permit
Teacher	Ms. Michelle Thornton 36984 Pomerol Loop Winchester, CA 92596	As needed Emergency 30-Day Permit

Personnel Report #19

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Education Services; attend optional staff development day at Nueva Vista; March 24 & 27, 2008; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$268 total.

Instructional Aide Ms. Karen Boyd
Instructional Aide Ms. Alia Saad

Education Services; attend optional staff development day at Camino Real Elementary; March 29, 2008; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; \$268 total.

Instructional Aide Ms. Samantha Perez
Instructional Aide Ms. Veronica Robinson

Education Support Services; escort student to bus; January through June 2008; not to exceed .30 minutes per day; appropriate hourly rate of pay; Funding Source: Special Education; \$830 total.

Student Attendant Aide Ms. Susan Rivera

Education Support Services; provide in home tutoring; April 1, 2008 through June 30, 2008; not to exceed 2 hours per day; appropriate hourly rate of pay; Funding Source: Special Education; \$2,719 total.

Instructional Aide Ms. Eileen DeMartino
Instructional Aide Ms. Jenny Dean

Granite Hill Elementary; provide intervention programs for students; April 14-28, 2008; not to exceed 1.75 hours per day; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$334 total.

Elementary Media Center Clerk Ms. Jacqueline Rogers

Indian Hills Elementary; provide family night to parents and students; April 25, 2008; not to exceed 12 hours total; appropriate hourly rate; Funding Source: Title I Basic Grants Low Income; \$208 total.

Bilingual Language Tutor Ms. Christina Carrillo
Instructional Aide Ms. Kristie Johnsen
Elementary Media Center Clerk Ms. Jane Reynolds
Health Care Aide Ms. Shannon Robinson

Pacific Avenue Elementary; extra compensation duties for the 2007-2008 school year; appropriate rate of pay; Funding Source: Unrestricted Resources; \$329 total.

Designated Translator Ms. Irma Sanchez

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8.8

Personnel Report #19

CLASSIFIED PERSONNEL

Short-Term/Extra Work

West Riverside Elementary; provide assistance with end of year duties; June 23-27, 2008; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$2,065 total.

Clerk Typist	Ms. Dona Hensley
Clerk Typist	Ms. Melissa Samaniego
Translator Clerk Typist	Ms. Rita Sanchez

Mira Loma Middle School; provide campus supervision during auxiliary services for students and parents; March 1, 2008 through June 17, 2008; not to exceed 14 hours per week; appropriate hourly rate of pay; Funding Source: EIA Compensatory; \$6,468 total.

Campus Supervisor	Ms. Penny Short
Campus Supervisor	Ms. Sally Parker

Promotion

From Bus Driver Special Students to Bus Driver	Ms. Anna Alcantar 15168 Mojave St. Hesperia, CA 92345	Eff. April 14, 2008
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From Bus Driver Special Students to Bus Driver	Ms. Maria Herrera 5241 Rigel Way Mira Loma, CA 91752	Eff. April 14, 2008
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Regular Assignment

School Mental Health Therapist	Mr. Chudi Obijekwu 14243 Longview Dr. Fontana, CA 92337	Eff. April 29, 2008 Work Year E!
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Resignation

Crossing Guard	Ms. Janis Brown 5843 Lucretia Mira Loma, CA 91752	Eff. June 18, 2008
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Café Asst. I	Ms. Donna Coyne 9430 51 st St. Riverside, CA 92509	Eff. April 28, 2008
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Bus Driver	Ms. Brenda Ellis 209 Post Oak Rd. Wynnewood, OK 73098	Eff. May 2, 2008
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Personnel Report #19

CLASSIFIED PERSONNEL

Resignation

Translator Clerk Typist	Ms. Rosa Ortiz-Galeas 5697 Avenue Juan Bautista Riverside, CA 92509	Eff. April 15, 2008
Crossing Guard	Mr. Jonathan Tufele 4050 MacArthur Rd. Riverside, CA 92503	Eff. April 18, 2008

Substitute Assignment

Custodian	Ms. Alexandra Adame 11650 Cherry Ave. #22M Fontana, CA 92337	As needed
Campus Supervisor	Ms. Madeleine Arvizo 8511 Wild Pony Dr. Riverside, CA 92509	As needed
Custodian	Mr. Thomas Lara 6839 Sundown Dr. Riverside, CA 92509	As needed
Clerk Typist	Ms. Maria Mercedes 7024 Mission Blvd. Riverside, CA 92509	As needed
Custodian	Mr. Walter Metcalf 4152 La Fayette St. Riverside, CA 92503	As needed
Clerk Typist	Ms. Jennifer Lynn Redwine 6216 Avenue Juan Diaz Riverside, CA 92509	As needed
Crossing Guard	Mr. Jonathan Tufele 4050 MacArthur Rd. Riverside, CA 92503	As needed

Termination

Probationary Café Asst. I	Employee # 208497	Eff. April 18, 2008
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28.10

Personnel Report #19

OTHER PERSONNEL

Short-Term/Extra Work

Education Support Services; provide instructional assistance; April 14, 2008 through June 18, 2008; not to exceed 3 hours per day; appropriate hourly rate of pay; Funding Source: Special Education; \$1,740 total.

Short-Term Instructional Aide Ms. Madeline Arvizo

Granite Hill Elementary; provide additional campus supervision; April 14, 2008 through June 18, 2008; not to exceed 12 hours per week; appropriate hourly rate of pay; Funding Source: School Improvement Program; \$1,084 total.

Short-Term Activity Supervisor Ms. Elida Villalobos

Jurupa Valley High School; stipends for spring coaching; February-May 2008; appropriate rate of pay; Funding Source: Unrestricted Resources; \$47,650 total.

Assistant Baseball Coach	Mr. Chuck Armenta
Assistant Baseball Coach	Mr. Robert Olsen
Head Baseball Coach	Mr. Paul Hernandez
Head Golf Coach	Ms. Diana Pine
Assistant Swim Coach	Mr. Brady Kocher
Head Tennis Coach	Mr. John Gunty
Assistant Tennis Coach	Mr. Jarrod Hesler
Head Track & Field Coach	Mr. David Pierson
Assistant Track & Field Coach	Mr. Pete McGowan
Head Softball Coach	Mr. Anthony Bravo
Assistant Baseball Coach	Mr. Jose Arellano
Assistant Softball Coach	Ms. Angie Aguilar
Assistant Softball Coach	Mr. Anthony Bravo Jr.
Assistant Softball Coach	Mr. Al Figeroa
Assistant Swim Coach	Ms. Angelica Jenkins
Head Swim Coach	Ms. Rachel Tapia
Assistant Track & Field Coach	Mr. Pat Lord

Patriot High School; provide tutoring to AVID students; April 1, 2008 through June 11, 2008; not to exceed 18 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$5,000 total.

AVID Tutor	Ms. Alayna Williams
AVID Tutor	Ms. Bingyu Xu
AVID Tutor	Ms. Jessica Blair

Rubidoux High School; provide clerical assistance; April 17, 2008 through June 30, 2008; not to exceed 320 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$4,320 total.

Short-Term Clerk Typist Ms. Dorothy Hoffecker

Personnel Report #19

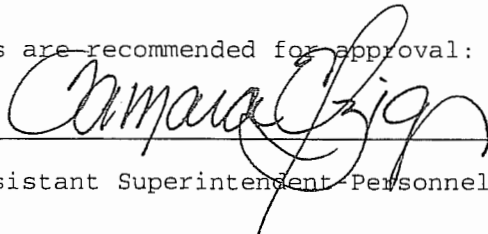
OTHER PERSONNEL

Short-Term/Extra Work

Rubidoux High School; stipends for spring coaching; spring 2008; appropriate rate of pay; Funding Source: Unrestricted Resources; \$37,860 total.

Head Baseball Coach	Mr. Joe Galvin
Assistant Baseball Coach	Mr. Paul Janeway
Head Softball Coach	Ms. Sherry Shiflett
Assistant Softball Coach	Mr. Damon Drake
Head Track & Field Coach	Mr. Richard Torbert
Assistant Track & Field Coach	Mr. Keith Chann
Assistant Track & Field Coach	Mr. Robert Green
Head Swim Coach	Mr. Bryan Kendall
Assistant Swim Coach	Ms. Jackie Elder
Head Tennis Coach	Mr. Ryan Bailey
Assistant Tennis Coach	Mr. Luke Anderson
Head Golf Coach	Mr. Claude Umbarger

The above actions are recommended for approval:



Tamara Elzig, Assistant Superintendent Personnel Services

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8.12

MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

The Parties agree to modify the 2007-2010 collective bargaining Agreement for the 2007-2008 fiscal year as follows:

Appendix E: Memorandum of Understanding for health and welfare benefit pool monies.

Appendix F: Memorandum of Understanding to establish the Jurupa Unified School District Classified Advisory Budget Committee.

Diana Strona

For CSEA

04/08/08

Date

Pam Douglas

For the District

04/08/08

Date

MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

The intent of this Memorandum of Understanding is to distribute monies from the Classified Health and Welfare Benefit Pool to offset health care costs.

It is agreed that unit members who are employed as of July 1, 2008, and who are eligible for Health and Welfare benefits, will receive a one-time, off-schedule payment equivalent to 2% of the employee's annual base salary on the Classified Salary Schedule, as of July 1, 2008. This payment will be distributed in an off-schedule payment on the unit members' last regular pay warrant in October, 2008.

Diana Strona
For CSEA

Pam Dawson
For the District

04/08/08
Date

04/08/08
Date

MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

The District and the Association, as a part of the 2007-2008 classified negotiations, agree to establish the Jurupa Unified School District Classified Advisory Budget Committee. The purpose will be to gather input into funding objectives and discuss budgetary issues of mutual concern. This committee will be comprised of district management personnel and members of the CSEA classified negotiations team.

The parties agree to schedule and meet quarterly, at minimum. If either party requests to meet in addition to the quarterly meetings, such meetings shall take place within a reasonable time period. Meetings may be held less frequently than quarterly, only by mutual consent of the parties. These meetings shall be classified as "meetings called by management" for purposes of charging release time.

Diana Strona
For CSEA

Tom Deming
For the District

04/08/08
Date

04/08/08
Date

M. Certification No. 2

The certification must be signed by the District Superintendent and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for certification and public disclosure of the major provisions of the agreement in accordance with the requirements of G.C. 3547.5.

After public disclosure of the major provisions contained in this Collective Bargaining Disclosure, the Governing Board of the Jurupa Unified School District at its meeting on May 19, 2008, took action to approve the proposed Agreement with the Classified School Employee Association Bargaining Unit

Signature - District Superintendent

5/19/2008

Date

Signature - Clerk/President, Governing Board

5/19/2008

Date

M. Certification No. 2

The certification must be signed by the District Superintendent and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for certification and public disclosure of the major provisions of the agreement in accordance with the requirements of G.C. 3547.5.

After public disclosure of the major provisions contained in this Collective Bargaining Disclosure, the Governing Board of the Jurupa Unified School District at its meeting on May 19, 2008, took action to approve the proposed Agreement with the Classified School Employee Association Bargaining Unit

_____	5/19/2008
Signature - District Superintendent	Date
_____	5/19/2008
Signature - Clerk/President, Governing Board	Date

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DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with G.C. 3547.5., E.C. 42142 and Criteria and Standards adopted by the State Board of Education

Jurupa Unified School District
Classified School Employee Association Bargaining Unit

Certificated
 Classified
 New Agreement
 Reopener

The proposed agreement is a three year agreement that covers the period beginning July 1, 2007 and ending June 30, 2010 and will be acted upon by the Governing Board at its meeting on 5/19/08.
 (Date)

A. PROPOSED CHANGE IN COMPENSATION (includes ALL funds)

Compensation	Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
		Current Year 2007 - 08	Year 2 2008 - 09	Year 3 2009 - 10
1. Salary Schedule - Increase/Decrease <i>(Includes Step and Column reported on Line 7)</i>	\$0.00 % to Salary Schedule	\$0.00	\$0.00	\$0.00
2. Statutory Benefits - STRS, PERS, FICA, Medicare, etc.	\$0.00 % to Statutory Benefits	\$0.00	\$0.00	\$0.00
3. Base Costs - Total of Lines 1 and 2	\$0.00 % to Base Costs	\$0.00	\$0.00	\$0.00
4. Other Compensation - Increase (Decrease) <i>Describe in Section 12, Page 2</i>	N/A % to Salary Schedule	\$0.00	\$392,038.00	\$0.00
Changes to Step and Column due to settlement <i>Describe in Section 11, Page 2</i>	N/A % to Salary Schedule	\$0.00	\$0.00	\$0.00
Applicable Statutory Benefits	N/A % to Salary Schedule	\$0.00	\$87,777.00	\$0.00
5. Health/Welfare Benefits - Increase (Decrease) Current Cap: \$ \$5,800 per FTE + \$18,469 Proposed Cap: \$ stays same - see contingency lang.	\$0.00 % to Salary Schedule	\$0.00	\$0.00	\$0.00
6. Proposed Negotiated Change in Compensation <i>(Total Lines of 1, 4 and 5)</i>	\$23,990,750.00 % to Salary schedule	\$0.00	\$479,815.00 2.00%	\$0.00
7. Step and Column due to movement % to prior year Salary Schedule <i>(Included in amounts reported on Line 1)</i>	\$0.00	N/A N/A	\$0.00	\$0.00
8. Total Number of Represented Employees	613			
9. Total Compensation Cost for Average Employee - Increase (Decrease)	\$0.00		\$ 783	

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10. What is the negotiated percentage increase? If the increase in "Year 1" is for less than a full year, indicate the annualized percentage of that increase for "Year 1".

There is no percentage increase on the salary schedule.

11. Are there any additional steps, columns, or ranges being added to the schedule due to the settlement? Include explanation of changes indicated on Page 1, Section A, Box 4.

No.

12. Are there any other compensation items included in the settlement? Include explanation of changes indicated on Page 1, Section A, Box 4.

There is a Memorandum of Understanding for a one-time distribution of the Classified H&W Pool Balance Designated as a Restricted Reserve in the General Fund. The estimated amount of \$479,815 will be distributed as a one-time bonus to employees in November. The distribution will be in the amount of 2% of Annual Salary. Also, see below regarding contingency language for Health and Welfare.

13. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

YES NO

Describe the district's annual cost per employee.

This bargaining unit has a Health & Welfare Pool. \$5,800 per FTE is available to the employee for benefits. If it is not used the balance goes into the H & W Pool. In addition as negotiated last year a lump sum amount of \$18,469 is also contributed to the pool on an annual basis.

B. Proposed Negotiated Changes in Non-Compensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

Memorandum of Understanding to establish the Jurupa Unified School District Classified Advisory Budget Committee.

C. What are the specific impacts on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, elimination or expansion of other services or programs (i.e. counselors, librarians, custodial staff, etc..)

None.

D. What contingency language is included in the proposed agreement? Include specific areas identified for re-openers, applicable fiscal years, and specific contingency language.

The Classified Bargaining Unit has a me-too agreement that states that any increases on salary schedule or to H & W benefits will apply to them. The Certificated Tentative agreement for 2007/08 contains contingency language that would apply to their me-too agreement. A copy of the Contingency Language is attached.

Summary - If the school district in 2008/09 has additional unrestricted money available after the State Budget is adopted a one-time contribution to the Bargaining Unit's H & W Pool would be made in an amount up to \$350 per FTE based on the amount available.

E. Will this agreement increase deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, please explain.

No.

F. Source(s) of Funding for Proposed Agreement

1. Current Year

N/A

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford the contract)?

If additional funding is available in the State's budget when adopted this will be utilized to make the one-time contribution to the H & W Pool. If there is no additional funding there will be no additional contribution.

3. If a multi-year agreement, what is the source(s) of funding for each year, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations).

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR GENERAL FUND OPERATING BUDGET

In Accordance with G.C. 3547.5, EC42142 and Criteria and Standards adopted by the State Board of Education

Date of governing board approval of budget revisions in Col. 2 N/A

If the board approved revisions are different from the proposed revisions in Col. 2, provide an updated report upon approval of the district governing board.

General Fund Only

	(Col. 1) Latest Board-Approved Operating Budget Before Settlement (As of 3/17/08)	(Col. 2)* Adjustments as a Result of Settlement	(Col. 3) Other Revisions Board Approval Date: _____	(Col. 4) Total Impact on Budget (Col 1+2+3)
REVENUES				
Revenue Limit Sources	8010-8099	\$ 113,148,527		\$ 113,148,527
Federal Revenue	8100-8299	\$ 12,779,362		\$ 12,779,362
Other State Revenue	8300-8599	\$ 31,395,645		\$ 31,395,645
Other Local Revenue	8600-8799	\$ 10,555,793		\$ 10,555,793
TOTAL REVENUES		\$ 167,879,327	\$ -	\$ 167,879,327
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 88,910,152		\$ 88,910,152
Classified Salaries	2000-2999	\$ 25,203,523		\$ 25,203,523
Employees' Benefits	3000-3999	\$ 26,578,310		\$ 26,578,310
Books and Supplies	4000-4999	\$ 11,569,771		\$ 11,569,771
Services and Operating Expenditures	5000-5999	\$ 16,685,984		\$ 16,685,984
Capital Outlay	6000-6999	\$ 275,428		\$ 275,428
Other Outgo	7100-7299 7400-7499	\$ 231,443		\$ 231,443
Support Costs	7300-7399	\$ (302,861)		\$ (302,861)
TOTAL EXPENDITURES		\$ 169,151,750	\$ -	\$ 169,151,750
OPERATING SURPLUS (DEFICIT)				
Transfers In and Other Sources	8910-8979	\$ 687,251		\$ 687,251
Transfers Out and Other Uses	7610-7699	\$ 2,408,569		\$ 2,408,569
TOTAL EXPENDITURES AND USES		\$ 171,560,319	\$ -	\$ 171,560,319
CURRENT INCREASE (DECREASE) IN FUND BALANCE		\$ (2,993,741)	\$ -	\$ (2,993,741)
BEGINNING BALANCE	9791, 9793, 9795	\$ 19,351,007		\$ 19,351,007
CURRENT YEAR ENDING BALANCE		\$ 16,357,266	\$ -	\$ 16,357,266
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts	9710-9740	\$ 8,914,648		\$ 8,914,648
Reserves for Economic Uncertainties	9770	\$ 5,146,810		\$ 5,146,810
Board Designated Reserve Amounts	9780	\$ 905,209		\$ 425,394
Unappropriated Budget	9790	\$ 1,390,599	\$ -	\$ 1,390,599

* If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase on Page 1, Section A, Line 6, explain the variance below (i.e., increase was partially budgeted, salaries/benefits are budgeted in other funds, etc.).

Jurupa Unified School District
Combined General Fund Projections 2005-2006 through 2009-10

DESCRIPTION	Second Prior Year Actuals 2005-06	Prior Year Actuals 2006-07	Percent of Change over PY	Current Year Adopted Budget 2007-08	Percent of Change over PY	Current Year Revised Budget 2007-08	Percent of Change over PY	Projected Budget 2008-09	Percent of Change over PY	Projected Budget 2009-10	Percent of Change over PY
COLA Actual/Projection %											
ADA Actual/Projection (Number) (excluding County and Charter)	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
REVENUES											
REVENUE LIMIT	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$113,148,527	#DIV/0!	110,072,036	-2.72%	112,948,823	2.61%
FEDERAL	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$12,779,362	#DIV/0!	13,729,830	7.44%	13,729,830	0.00%
STATE	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$30,915,566	#DIV/0!	28,681,599	-7.23%	29,356,060	2.35%
LOCAL	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$11,035,872	#DIV/0!	10,382,649	-5.92%	10,382,649	0.00%
REVENUE TOTALS	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$167,879,327	#DIV/0!	\$162,866,114	-2.99%	\$166,417,362	2.19%
EXPENDITURES											
Certificated Salaries	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$88,910,152	#DIV/0!	89,004,459	0.11%	89,841,459	0.94%
Classified Salaries	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$25,203,523	#DIV/0!	25,756,096	2.19%	25,924,096	0.65%
Benefits	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$26,578,310	#DIV/0!	26,366,122	-0.80%	26,501,785	0.51%
Books & Supplies	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$11,569,771	#DIV/0!	10,292,672	-11.04%	10,292,445	0.00%
Contracts & Services	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$16,685,984	#DIV/0!	15,754,863	-5.59%	15,804,863	0.32%
Capital Outlay	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$275,428	#DIV/0!	235,609	-14.46%	235,609	0.00%
Other Outgo	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$231,443	#DIV/0!	231,443	0.00%	231,443	0.00%
Support Costs	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$(302,861)	#DIV/0!	\$(305,636)	0.92%	\$(305,636)	0.00%
EXPENDITURES TOTAL	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$169,151,750	#DIV/0!	\$167,335,628	-1.07%	\$168,526,064	0.71%
OTHER SOURCES & USES											
Transfers In & Other Sources	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$687,251	#DIV/0!	687,251	0.00%	687,251	0.00%
Transfers Out & Other Uses	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$2,408,569	#DIV/0!	2,408,569	0.00%	2,408,569	0.00%
TOTAL EXPENDITURES & USES	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$171,560,319	#DIV/0!	\$169,744,197	-1.06%	\$170,934,633	0.70%
NET INCREASE/DECREASE IN FUND BALANCE	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$(2,993,741)	#DIV/0!	\$(6,190,832)	106.79%	\$(3,830,020)	-38.13%
FUND BALANCE, RESERVES											
Beginning Balance	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$19,351,007	#DIV/0!	\$16,357,266	-15.47%	\$10,166,434	-37.85%
Ending Balance	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$16,357,266	#DIV/0!	\$10,166,434	-37.85%	\$6,336,414	-37.67%
Reserve Amounts:	\$0	\$0	\$0	\$0	\$0	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	
Revolving Cash	\$0	\$0	\$0	\$0	\$0	\$205,254	\$205,254	\$205,254	\$205,254	\$205,254	
Stores	\$0	\$0	\$0	\$0	\$0	\$5,146,810	\$5,146,810	\$5,146,810	\$5,146,810	\$5,146,810	
Designated for Economic Uncert.	\$0	\$0	\$0	\$0	\$0	\$8,706,893	\$8,706,893	\$8,706,893	\$8,706,893	\$8,706,893	
Prepaid Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Legally Restricted Balances	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Designated for	\$0	\$0	\$0	\$0	\$0	\$905,209	\$905,209	\$905,209	\$905,209	\$905,209	
Designated for	\$0	\$0	\$0	\$0	\$0	\$1,390,600	\$1,390,600	\$1,390,600	\$1,390,600	\$1,390,600	
Unappropriated	\$0	\$0	\$0	\$0	\$0	\$16,357,266	\$16,357,266	\$10,166,434	\$6,336,414	\$6,336,414	
Total Ending Balance	\$0	\$0	#DIV/0!	\$0	#DIV/0!	\$16,357,266	\$16,357,266	\$10,166,434	\$6,336,414	\$6,336,414	
% of reserve (9770 and 9790)						3.81%	3.81%	3.41%	3.41%	3.29%	

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H1. Multi-Year Projection Assumptions

Jurupa Unified School District

	1XXX	2XXX	3XXX	4XXX	5XXX	6XXX	7100-7299	7400-7499	7300-7399	7610-7629	Rev Limit	Federal	State	Local	Other	Total
											80XX	81XX-82XX	83XX-85XX	86XX-87XX	89XX	Change
2007-08	88,910,152	25,203,523	26,578,310	11,559,771	16,685,984	275,428	231,443	(302,861)	2,408,569	171,560,319	113,148,527	12,779,362	30,915,566	11,035,872	687,251	168,566,578
2008-2009 Adjustments																
List separately:																
Revenue Limit Down due to State Deficit and Dec. Emr.											(3,076,491)	950,468	(2,233,967)	(653,223)	-	(5,013,213)
Step and Column Cost	1,138,000	169,000	162,571							1,489,571						
1 less teaching pos. Elem.	(51,000)		(11,500)							(62,500)						
H. S. Athletic Stipends from 2XXX	19,770	(19,770)														
Do not fill Director of Secondary Position	(50,015)		(9,482)							(59,497)						
Overformula Teachers Laid Off 6.6	(407,015)		(83,352)							(490,367)						
H.S. Ath. Direct Periods reduced .4	(40,000)		(4,429)							(44,429)						
Estimated Savings through attrition	(350,000)									(350,000)						
Classified Position Laid Off		(32,799)	(21,372)							(54,171)						
Estimated Savings due to Expenditure Freeze				(52,033)												
Beginning Balance Exp. In 0001				168,850												
Increase in Utility Costs					50,000											
Expenditures for Equip. Replacement down					(39,410)											
Final SERP Payment in 07/08				(634,977)												
Adjustments to Categorical Expenses - Staffing picked up in Restricted from Unrestricted Fund due to lay offs	(165,433)	436,142	390,353	(1,393,916)	(941,711)	(12,500)		(2,775)		(1,689,840)						
2008-2009 TOTALS	89,004,459	25,795,096	26,566,122	10,292,672	15,754,863	235,609	231,443	(305,636)	2,408,569	170,279,086	110,072,036	13,729,630	28,681,599	10,382,649	687,251	163,553,365
2009-2010 Adjustments																
3% COLA RL w/ 6.99% Deficit, 3% COLA on other State Programs											2,876,787		674,461			3,551,248
Add back in Athletic Stipends	338,909	216,786	57,286							612,981						
CE Step & Column	1,200,000		132,864							1,332,864						
CE Mgmt. Step	33,000		3,654							36,654						
Est. Salary Savings Attrition	(300,000)		(33,216)							(333,216)						
Dec. Emr. 2 Teachers Less	(96,000)		(16,429)							(112,429)						
CL Step		150,000								150,000						
CL Mgmt Step				18,000						18,000						

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I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

	Current Year 2007 - 08	Year 2 2008 - 09	Year 3 2009-10
1a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement) for both Unrestricted and Restricted General Fund	\$171,560,319	\$169,744,197	\$170,934,633
1b. State Standard Minimum Reserve Percentage for this District %	3%	3%	3%
1c. State Standard Minimum Unrestricted Fund Reserve Amount for this District (Line 1a. times Line 1b. OR \$50,000 for a district with less than 1,001 ADA)	\$ 5,146,810	\$ 5,092,326	\$ 5,128,039

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

2a. General Fund Budgeted <u>Unrestricted</u> Designated for Economic Uncertainties (Object 9770)	\$5,146,810	\$5,092,326	\$5,128,039
2b. General Fund Budgeted <u>Unrestricted</u> Unappropriated Amount (Object 9790)	\$1,390,599	\$692,290	\$497,317
2c. Special Reserve Fund for Other Than Capital Outlay Projects Budgeted Designated for Economic Uncertainties (Fund 17, Object 9770)	\$ -	\$ -	\$ -
2d. Special Reserve Fund for Other Than Capital Outlay Projects Budgeted Unappropriated Amount (Fund 17, Object 9790)	\$ -	\$ -	\$ -
2e. Total District Budgeted Unrestricted Reserves	\$ 6,537,409	\$ 5,784,616	\$ 5,625,356
2f. Reserve for Economic Uncertainties Percentage (Line 2e. divided by Line 1a.)	3.81%	3.41%	3.29%

3. Does the district's budgeted unrestricted reserves meet the state standard minimum reserve amount? (Line 1.c. is less than or equal to Line 2.e.)

Current Year, 2007 - 08 Yes No
 Year 2, 2008 - 09 Yes No
 Year 3, 2009 - 10 Yes No

4. If no, how do you plan to restore your reserves?

J. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
 Itemized Budget Revisions Necessary to meet Cost of Agreement

Description of the Revision	Attached Fund Transfer/ Budget Resolution Numbers	Amount	County Use Only: Date Action Taken
None necessary		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
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		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
TOTAL REVISIONS		\$ -	

No budget revision necessary. Please provide explanation:

There is no known cost to the agreement at this time. The contingency language for a one-time contribution to H & W will only occur if additional money is received in 2008/09. The one-time distribution for the H & W Pool will occur in November 2008 and will be paid for from a Board Designated Reserve account (CL H & W Pool)



K. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS OPERATING BUDGET
 Itemized Budget Revisions Included in the Multi-Year Projections to Meet Cost of Agreement

	Major Object Code Series	Amount	County Use Only: Date Action Taken
<i>Subsequent Year 2, 2008-09</i>			
Description of the Revision			
None		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
TOTAL YEAR 2		\$ -	

	Major Object Code Series	Amount	County Use Only: Date Action Taken
<i>Subsequent Year 3, 2009-2010</i>			
Description of the Revision			
None		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
TOTAL YEAR 3		\$ -	

No budget revisions necessary. Please provide explanation:

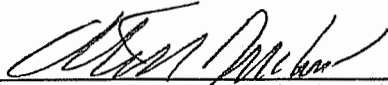
There is no known cost to the agreement at this time. The contingency language for a one-time contribution to H & W will only occur if additional money is received in 2008/09.

L.

Certification No. 1

The certification must be signed by the District Superintendent and Chief Business Official at the time of public disclosure.

In accordance with the requirements of G.C. 3547.5., the undersigned hereby certify that the costs incurred under the terms of the agreement can be met by the Jurupa Unified School District during the term of the agreement, and that the itemized budget revisions necessary to meet such costs as indicated in sections J and K are included.



Signature - District Superintendent

4/21/2008

Date



Signature - Chief Business Official

4/21/2008

Date

District Contact Person: Pam Lauzon

Telephone No.: 951-360-4157

M. Certification No. 2

The certification must be signed by the District Superintendent and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for certification and public disclosure of the major provisions of the agreement in accordance with the requirements of G.C. 3547.5.

After public disclosure of the major provisions contained in this Collective Bargaining Disclosure, the Governing Board of the Jurupa Unified School District at its meeting on May 19, 2008, took action to approve the proposed Agreement with the Classified School Employee Association Bargaining Unit

Signature - District Superintendent

5/19/2008

Date

Signature - Clerk/President, Governing Board

5/19/2008

Date

MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

The Parties agree to modify the 2007-2010 collective bargaining Agreement for the 2007-2008 fiscal year as follows:

Appendix E: Memorandum of Understanding for health and welfare benefit pool monies.

Appendix F: Memorandum of Understanding to establish the Jurupa Unified School District Classified Advisory Budget Committee.

Diana Strona
For CSEA

04/08/08
Date

Pam Ruyon
For the District

04/08/08
Date

MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

The intent of this Memorandum of Understanding is to distribute monies from the Classified Health and Welfare Benefit Pool to offset health care costs.

It is agreed that unit members who are employed as of July 1, 2008, and who are eligible for Health and Welfare benefits, will receive a one-time, off-schedule payment equivalent to 2% of the employee's annual base salary on the Classified Salary Schedule, as of July 1, 2008. This payment will be distributed in an off-schedule payment on the unit members' last regular pay warrant in October, 2008.

Diana Strona

For CSEA

Pam Dawson

For the District

04/08/08

Date

04/08/08

Date

MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

The District and the Association, as a part of the 2007-2008 classified negotiations, agree to establish the Jurupa Unified School District Classified Advisory Budget Committee. The purpose will be to gather input into funding objectives and discuss budgetary issues of mutual concern. This committee will be comprised of district management personnel and members of the CSEA classified negotiations team.

The parties agree to schedule and meet quarterly, at minimum. If either party requests to meet in addition to the quarterly meetings, such meetings shall take place within a reasonable time period. Meetings may be held less frequently than quarterly, only by mutual consent of the parties. These meetings shall be classified as "meetings called by management" for purposes of charging release time.

Diana Strona

For CSEA

Tom Jamm

For the District

04/08/08

Date

04/08/08

Date

JURUPA UNIFIED SCHOOL DISTRICT

**RESOLUTION No. 2008/41
LAYOFF OF CERTIFICATED EMPLOYEES**

WHEREAS, the Governing Board of the Jurupa Unified School District adopted a Resolution on March 3, 2008 authorizing and directing the Superintendent, or Superintendent's designee, to initiate and pursue procedures necessary to not reemploy the equivalent of 6.6 full-time certificated employees of this District pursuant to Education Code sections 44949 and 44955 because of a reduction and discontinuance of particular kinds of services; and

WHEREAS, the Superintendent, or Superintendent's designee, duly and properly served Notice on the certificated employees not later than March 15, 2008, indicating that the Governing Board did not intend to reemploy them to the extent indicated in the Resolution and Notice for the 2008-2009 school year; and

WHEREAS, the certificated employees, #113922 and #153758 were informed of their right to request a hearing and that failure to timely do so in writing would constitute a waiver of the right to a hearing; and

WHEREAS, the certificated employees, #113922 and #153758 did request a hearing in a timely manner; and

WHEREAS, the certificated employees, #113922 and #153758 withdrew their request for a hearing; and

NOW, THEREFORE, BE IT RESOLVED AND ORDERED the certificated staff requirements of the Jurupa Unified School District for the 2008-2009 school year, as well as the seniority and qualifications of each of the certificated employees of the District, it is necessary that the services of the above certificated employees will not be required for the ensuing school year to the extent indicated in the March 3, 2008 Resolution and Notice to the employees;

BE IT FURTHER RESOLVED AND ORDERED that the District Superintendent of Jurupa Unified School District, or Superintendent's designee, is authorized and directed to notify the above certificated employees pursuant to Section 44949 and 44955 of the Education Code that their services will not be required by this District for the ensuing 2008-2009 school year. Said Notice shall be given by serving upon the above listed certificated employees a true copy of this Resolution.

Duly and regularly adopted this 5th day of May, 2008, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____

Carl Harris, President
Governing Board

I, Mary Burns, Clerk to the Governing Board of the Jurupa Unified School District, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Governing Board at its meeting held on May 5, 2008.

Mary Burns, Clerk
Governing Board

Jurupa Valley High School strongly believes that behind every great student is a great teacher and we would like to start the night by congratulating and thanking all teachers: Happy Teacher Appreciation Week. To kick off the Teacher Appreciation Week celebration, JVHS with Barnes and Noble hosted a Book Fair on Thursday, May 1st. Many district employees and teachers were treated to the special performance by the JVHS Chamber Singers and Barbershop Quartet. Thank you to all of those that came out to support JVHS' Renaissance Paw Pride Program.

The JVHS-ASB second annual blood drive was a huge success. Jurupa Valley High School is one of the blood bank's biggest donors. ASB also participated in the Teen Expo with the annual Walk A Thon last Saturday, April 26th. The ASB Election Convention was held last week. Short and sweet not at all like the current democratic primaries. ASB is now busy promoting our Cinco de Mayo dance and Prom which will be held on May 16th at the Santa Anita Racetrack.

In Spring Sports, JVHS is proud to have three sports in CIF playoffs: Jaguar Swim, Boys Tennis, and individual members of the track team. The undefeated Boys and Girls Swim did exceptionally well earning the Sunkist League Title and winning league finals. Boys Tennis and Jag Golf came in second in the Sunkist League. We are now getting ready for Cheer Tryouts to take place later this month.

Jaguars making news: JVHS graduate and current Boys Soccer Coach, Sammy Zepeda was named the Inland Valley's Coach of the Year. The Daily Bulletin ran a nice article on his accomplishments. Last Tuesday, Mrs. Garza-Gonzalez received the Western Riverside County Association of School Managers Secondary Principal of the Year award. Dean Dalmacio (JVHS Choir and ASB) received the Citizenship Award at the County Courthouse last Friday. Melissa Hesselgrave (JVHS Swim and Water Polo) and Alberto Gonzalez (JVHS Basketball) are being honored at the Riverside Sports Hall of Fame today. Melva Morrison, JVHS Choir director, will be honored with the Silver Apple Award for Teaching Excellence on May 6th. She was nominated by the seminary students at the Church of Latter Day Saints. JVHS-FFA was recently honored as the Outstanding FFA Chapter in the State of California. We are very proud of all of the work our Ag Academy does. Donn Cushing's Automotive Program at JVHS also continues to proudly represent the school at a number of events. Aside from preparing for the Solar Boat Competition to take place in May at Lake Skinner, the automotive classes participated in the Ford Trouble-shooting Contest exam. Two students qualified to continue in the contest sponsored by Ford. Only 10% of all schools have the honor of participating in the actual contest and JVHS is among the top 10.

STAR Testing is well under way. JVHS has set a personal school wide goal of a 41 point gain. If the recent CAHSEE scores are any indication, we will do great! During the February CAHSEE, 71% of all tenth grade students passed the math portion of the CAHSEE. This is the highest pass rate in the District. In ELA, 62% of students passed. Overall, 56% of tenth graders at JVHS passed both sections of the CAHSEE. All results show an improvement from 2006. Way to go Jags!!! Seniors that have not passed the CAHSEE are taking the exam this week. All seniors have participated in senior activities during testing which have included: Senior Information Day, a motivational speaker, RCC recruitment, and information regarding safe driving.

Good evening ladies and gentlemen and Superintendent Mr. Duchan,

First off this evening Patriot Choir concert choir, Girls Ensemble, and Madrigals all will be participating in the So Cal Vocal Association festival this week on May 8th and are expected to take a superior rating.

For our sports baseball has lost their second game of their entire season but yet they are still the prime contender to winning SunKist league. Our Swim team will be competing in CIF this week. We are expecting them to place very well or even win the entire competition.

This past Saturday we hosted our Famine and everyone was egger to get something to eat, but it all went well with no problems. We would like to thank Ms. Podgorski and her giant gang for thinking about our global community for donating money, time, and hard work

Continue...



JURUPA UNIFIED SCHOOL DISTRICT

School

Accountability

Report

Cards

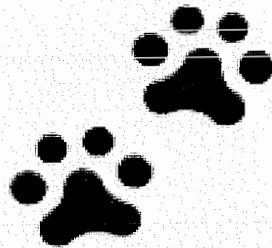
2006-2007
School Year



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Camino Real Elementary School



2006-07
School Year

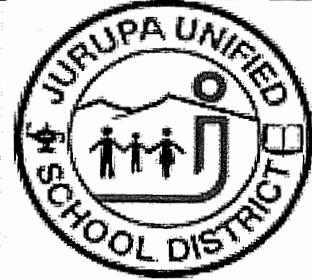
School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Camino Real Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Camino Real Elementary	District Name	Jurupa Unified
Street	4655 Camino Real	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-5419	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2714	Superintendent	Elliott Duchon
Principal	Jose Campos	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	jose_campos@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission at Camino Real Elementary School is to enhance the ability of all students to succeed in reaching district and state standards and to perform as responsible citizens in an ever-changing society. All students will be challenged to experience the joy and satisfaction of learning through the creative efforts of our faculty, parents and the community.

Most of Camino's students come from moderate-income homes. Approximately 35% of our students are bussed to and from school, while many are escorted by parents or walk to and from school. Thirty-six percent of our student population participates in the federal Free and Reduced Lunch program. Our school enrolls approximately 701 students in K-6 education. The school is comprised of 33 classrooms, a multipurpose room, library, computer lab, and main office. Students in grades K-3 participate in the state's class size reduction program and maintain a 20:1 student to teacher ratio; grades 4-6 maintain a 34:1 student to teacher ratio.

Camino Real serves a diverse student population of which ten languages are spoken in the homes. Seventy-seven students are identified as English learners, receiving ELD instruction and access to core programs in structured English immersion and mainstream classrooms deemed appropriate for their levels of English fluency.

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

The level of parent involvement at Camino Real is very high. We have an active and supportive PTA which conducts fundraising to support educational experiences for our students, coordinate parent volunteers, and provide activities which extend and enhance learning experiences and foster school spirit. Our Fifth/Sixth Grade Booster Club provides support for sixth grade students to participate in science camp and other culminating activities in their final year at Camino Real. Our School Site Council, GATE, and ELAC committees meet regularly as representatives of community and school staff to learn about and give input into school programs and the development of the School Plan.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Mrs. Jill Nordquist, PTA President **Contact Person Phone Number:** 951-360-2714

Camino Real and our PTA strive for involvement and recognition in the Jurupa Community through a number of community service events and enrichment opportunities including. PTA supports the school through fundraising, which pays for transportation cost for field trips among other school necessities.

The Sixth Grade Booster Club is made up of parents of sixth grade students and teachers. This club supports a myriad of culminating activities for students in their final year at Camino. The members of the Booster Club supports fundraising and accounting for student attendance at Sixth Grade Science Camp and the sixth grade celebration at Pharaoh's Lost Kingdom.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	100	Grade 4	100
Grade 1	94	Grade 5	102
Grade 2	98	Grade 6	111
Grade 3	96	Total Enrollment	701

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	4.00%	White (Not Hispanic)	39.37%
American Indian or Alaska Native	0.29%	Multiple or No Response	2.57%
Asian	2.85%	Economically Disadvantaged	37.00%
Filipino	2.00%	English Learners	13.00%
Hispanic or Latino	49.00%	Students With Disabilities	8.00%
Pacific Islander	0.71%		

School Accountability Report Card

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19	4	--	--	15.5	4	--	--	20	5	--	--
1	20	4	--	--	19.5	4	--	--	18.8	5	--	--
2	20	4	--	--	18.3	4	--	--	19.6	5	--	--
3	32	--	3	--	19	4	--	--	19.2	5	--	--
4	33.3	--	1	2	27	--	3	--	32	--	2	--
5	32	--	2	2	31.8	--	3	1	33.5	--	--	2
6	31.7	--	3	--	30	--	3	--	33.7	--	--	3

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The Riverside County Fire Department as well as the JUSD Safety Committee hold regular safety inspections.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.06%	0.06%	0.07%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%



School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

III. SCHOOL FACILITIES

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our custodial staff of one daytime custodian and one evening custodian performs basic cleaning operations in every classroom on a regular basis. In the fall of 2003 we added a shade structure with tables on our playground to provide a cool place for students to rest on hot days. We also added a new bus loop to help ease congestion and improve safety in our parking lot.

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.

Camino Real 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 will be updated every year and approved by our School Site Council by March.

Camino Real practices fire drills monthly. Disaster drills are held twice a year. Our site has emergency water and food supplies, blankets, first aid supplies, radios, flashlights, and tools recommended for disaster use.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms		x		
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	29	30	32	941
Without Full Credential	0	0	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

vi. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0%
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0%
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0%
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0%
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,930.28	\$2,138.52	\$6,791.76	\$70,426.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	-3%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-37%	-18%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Funds were spent for general education, special education, and State- and Federally-funded special projects. In addition to State and local revenues received for general education, Camino Real Elementary School also receives special State and Federal funds for programs such as our School Improvement Program, Gifted and Talented Education, and Special Education.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	51%	50%	55%	28%	30%	33%	40%	42%	43%
Mathematics	61%	64%	60%	30%	32%	34%	38%	40%	40%
Science	24%	35%	33%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	32%	26%	--
American Indian or Alaska Native	--	--	--
Asian	94%	88%	--
Filipino	67%	75%	--
Hispanic or Latino	46%	49%	28%
Pacific Islander	--	--	--
White (Not Hispanic)	64%	73%	40%
Male	49%	65%	37%
Female	61%	54%	27%
Economically Disadvantaged	42%	46%	22%
English Learners	32%	33%	9%
Students With Disabilities	16%	28%	17%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	61%	40%	46%	30%	29%	34%	41%	42%	42%
Mathematics	72%	63%	57%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	38%	54%
Pacific Islander	--	--
White (Not Hispanic)	51%	54%
Male	38%	59%
Female	57%	55%
Economically Disadvantaged	41%	53%
English Learners	38%	38%
Students With Disabilities	--	--

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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	35.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	7	7	7
Similar Schools	4	7	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	25	8	0	810
Hispanic or Latino	47	-7	-14	768
White (Not Hispanic)	14	23	13	852
Economically Disadvantaged	14	40	-10	753

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	In PI
First Year of Program Improvement	2004-2005
Year in Program Improvement	Year 3
Number of Schools Currently in Program Improvement	11
Percent of Schools Currently in Program Improvement	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Camino Real Elementary School and the Jurupa Unified School District realize the importance of ongoing staff development. Our well-trained teachers put their expertise to use with pride; this translates to student learning in a happy environment where teachers are not only valued, but are also our greatest resource. We are proud of the fact that 100% of the teachers at Camino Real Elementary School are fully credentialed. A majority of our teachers hold masters degrees and special certificates, many have been master teachers, trainers or mentors, and all continue to participate in ongoing staff development.

Staff development is held regularly to address instructional needs and keep teachers abreast of teaching strategies and programs, which are scientifically proven to be effective in increasing student academic performance. Our principal creates a Staff Development Plan for each school year.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Glen Avon Elementary School



2006-07
School Year

School Accountability Report Card

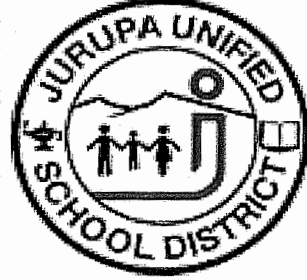
Reported for School Year 2006-07

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Glen Avon



Glen Avon Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Glen Avon Elementary	District Name	Jurupa Unified
Street	4352 Pyrite St.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-3338	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2764	Superintendent	Elliott Duchon
Principal	Dave Doubravsky	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	ddoubravsky@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Welcome to Glen Avon Elementary School. We are a family of outstanding students, teachers and parents. The Glen Avon staff provides every child with a rewarding and enriching educational experience. At Glen Avon our dedicated staff implements a standards-based curriculum along with the very best educational teaching methods in reading, writing and math in order to provide all of our children with an exemplary education. Glen Avon students, staff, parents, and community are working together to shape young minds and create lifelong learners.

Glen Avon Elementary School is one of sixteen elementary schools in the Jurupa Unified School District and is in its third year as a program improvement (PI) school. The current school building was constructed and opened in 1951. It is located in an unincorporated urban fringe area of the city of Riverside in Riverside County. Twenty-eight full-time and four part-time classroom teachers along with 21 classified staff positions serve Glen Avon's students during the regular school day. One Intervention/Resource Teacher and two Intervention/Instructional Coaches provide supplemental services to students and teachers. A principal with the services of a secretary, one full-time clerk, one full-time and one part-time translator clerk typist and two full-time custodians administer the school.

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Two Special Day Class (SDC) teachers, a full-time Resource Specialist (RSP), a part-time nurse, two part-time speech therapists and a part-time Youth Service Center counselor as well as a part-time School Psychologist provide Special Education services. Three part-time bilingual tutors and six special education aides assist students. There is one part-time health care aide who provides medical and clerical support to students and school nurse. Six activity supervisors assist with student safety. Glen Avon offers Extended Learning Opportunities, an at-risk academic remediation program for selected students both before and after school. In addition, Glen Avon offers an intensive state testing preparation class in the spring to prepare students for California standardized tests. Tutoring programs are also taking place throughout our day facilitated by our A.M. kindergarten teachers and a peer / buddy tutoring program that our Resource Teacher oversees. In technology, Glen Avon reports on the CBEDs show our school as having 143 computers, with a ratio of five students per computer. All classrooms are connected to the Wide Area Network (WAN). Glen Avon teachers have access to a web-based JUSD email account. Teachers have received training in accessing the JUSD Data Director to get reports for STAR, HM summative, and local TOS assessments for their class from the web. Glen Avon has a full-size classroom portable for the housing of our K-6 library. An elementary media center clerk works to check books out to students and teachers, inventory and track all library resources including our Accelerated Reader program and order new books per request of classroom teachers. The library contains 7000 books and reference materials, with a growing satellite K-4 collection of about 2000 books housed in the classrooms for teacher and student use. The collection is monitored with the Follett database management system, allowing teachers and families on-line database search capabilities.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Dave Doubravsky **Contact Person Phone Number:** 951 360 2764

Glen Avon Elementary School offers parent workshops. Additionally, literacy and math nights provide parents information to help their students succeed. They are designed to help parents help their children with standards. Interpreters assist teachers in presenting the standards to the parents. Parents are encouraged to join and participate in the PTA, ELAC (English Learner Advisory Committee) and SSC (School Site Council) functions, as well as to volunteer in their child's classroom.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	94	Grade 4	86
Grade 1	97	Grade 5	87
Grade 2	96	Grade 6	97
Grade 3	94	Total Enrollment	651

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	2.00%	White (Not Hispanic)	14.59%
American Indian or Alaska Native	0.77%	Multiple or No Response	0.31%
Asian	1.38%	Economically Disadvantaged	70.00%
Filipino	0.00%	English Learners	49.00%
Hispanic or Latino	80.00%	Students With Disabilities	8.00%
Pacific Islander	0.61%		

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	20	5	--	--	19.2	6	--	--	20	6	--	--
1	20	4	--	--	19.6	5	--	--	19.8	4	--	--
2	19.7	3	--	--	20	4	--	--	19.5	4	--	--
3	32	--	2	--	19	4	--	--	20	3	--	--
4	34	--	--	2	30	--	1	--	33	--	1	--
5	30.5	--	2	--	33.5	--	--	2	34	--	--	1
6	33.3	--	--	3	34	--	--	3	30	--	3	--

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

To make sure safety standards are met several agencies are involved. These agencies include the fire department, Keenan and Associates district workers compensation, administrators, district safety committee (annually), and school custodians. Glen Avon 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 Districts 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. Glen Avon has a school safety plan, which outlines plans for many types of emergencies. This plan will be updated every year and approved by our School Site Council by March. Drills are held on a regular basis. We have emergency water and food supplies, blankets, first aid supplies, radios, flashlights, and tools recommended for use in a disaster.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.06%	0.06%	0.05%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)		X		
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation		X		
Drinking Fountains (inside and outside)	X			
Restrooms		X		
Sewer	X			
Playground/School Grounds		X		
Roofs		X		
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary			X	

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	30	33	32	941
Without Full Credential	0	1	1	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,389.62	\$2,529.99	\$6,859.63	\$63,730.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	6%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-39%	-6%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to local and State funds, Glen Avon Elementary School receives special State and Federal funds for programs such as our School Improvement Program, High Priority Schools, Gifted and Talented Education, Title I and Title III.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	21%	25%	25%	28%	30%	33%	40%	42%	43%
Mathematics	33%	35%	31%	30%	32%	34%	38%	40%	40%
Science	7%	10%	13%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	23%	31%	14%
Pacific Islander	--	--	--
White (Not Hispanic)	35%	35%	0%
Male	24%	32%	19%
Female	26%	31%	7%
Economically Disadvantaged	23%	31%	13%
English Learners	17%	28%	13%
Students With Disabilities	6%	16%	9%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	33%	20%	25%	30%	29%	34%	41%	42%	42%
Mathematics	56%	39%	43%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Hispanic or Latino	27%	44%
Pacific Islander	--	--
White (Not Hispanic)	27%	47%
Male	29%	45%
Female	21%	40%
Economically Disadvantaged	25%	41%
English Learners	24%	36%
Students With Disabilities	--	--

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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	31.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	3	2	2
Similar Schools	4	2	1

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	9	2	4	666
Hispanic or Latino	4	-6	7	653
White (Not Hispanic)	23	26	-1	716
Economically Disadvantaged	7	0	5	652
English Learners	--	-5	-10	636

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

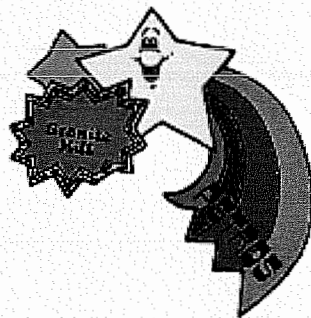
Glen Avon's staff development plan is designed and updated yearly, and is based upon the collaboratively identified needs of the instructional and support staff serving the school. Leadership Teams analyze student data from CST's and TOS and other classroom performance indicators to determine areas where instructional practices need to be strengthened. Evaluations of the effectiveness of the previous year's staff development activities are also reviewed. Teachers have opportunities for input regarding staff development. From the data, professional development priorities are established with activities planned to meet the identified needs.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Granite Hill Elementary School

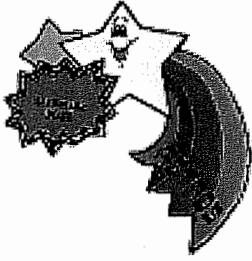


2006-07
School Year

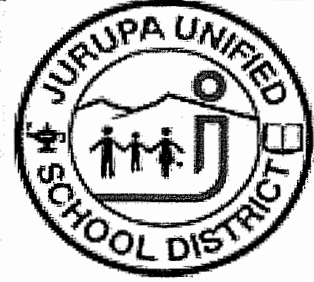
School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Granite Hill Elementary



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I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Granite Hill Elementary	District Name	Jurupa Unified
Street	9371 Granite Hill	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-1024	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2725	Superintendent	Elliott Duchon
Principal	Sylvia Bottom	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	sylvia_bottom@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Granite Hill Elementary School
Mission Statement

Students at Granite Hill Elementary School are expected to meet or exceed California grade-level standards and to demonstrate mastery on both formative and summative assessments. The staff at Granite Hill strives to support student achievement in a variety of ways. Using research-based teaching strategies, students receive instruction designed to develop critical thinking, as well as ethical, cultural, social, economic, and political literacy; and behavior and values that are essential to a democratic society.

Our program reflects our school mission statement:

All students learning
Supportive environment
Thinking critically
Respect for others and pride in self
Opportunities for academic achievement
Shared leadership

Application of knowledge

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Involving parents and community
Making good choices

The professionally trained staff is committed to meeting the learning needs of every student at our school. We believe in our school motto, Granite Hill - where learning never stops!

Granite Hill is a schoolwide Title I School located in an unincorporated area of western Riverside County, Granite Hill opened in 1992, as the fourteenth of sixteen elementary schools in the Jurupa Unified School District. Granite Hill's enrollment is 697 students, ranging from kindergarten to sixth-grade. Forty-four percent of the students are English Learners. GATE students are typically identified in 3rd grade and are served in grades 3-6. Students receiving special education services are served by a resource specialist and a speech/language specialist. A library is available to students and parents. Additionally, each classroom contains two computers in grades kindergarten - 2, three computers in grade 3 and four computers in grades 4-6. There is a minimum day scheduled every Wednesday for planning and staff development activities.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Sylvia Bottom

Contact Person Phone Number: (951) 360-2725

Parents played an active role in our program through their participation in PTA, School Site Council, and the English Learner Advisory Committee. Parents are welcome to volunteer in classrooms or to participate in our Community Based English Tutoring (CBET) program that helps parents provide assistance to their children who are learning English as a second language. Throughout the year, parent-student workshops focusing on areas such as science or mathematics are held. In addition to holding two parent conferences each year, teachers are available to consult with parents as needed.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	79	Grade 4	106
Grade 1	110	Grade 5	101
Grade 2	107	Grade 6	95
Grade 3	99	Total Enrollment	697

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	3.00%	White (Not Hispanic)	16.64%
American Indian or Alaska Native	0.72%	Multiple or No Response	0.43%
Asian	0.86%	Economically Disadvantaged	75.00%
Filipino	0.00%	English Learners	47.00%
Hispanic or Latino	77.00%	Students With Disabilities	6.00%
Pacific Islander	0.57%		

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19.5	4	--	--	20	6	--	--	19	6	--	--
1	19	4	--	--	20	4	--	--	19.2	5	--	--
2	19.7	6	--	--	19.3	4	--	--	20	5	--	--
3	30.2	--	4	1	19.6	5	--	--	19.8	4	--	--
4	32.3	--	2	1	31.7	--	1	2	32.3	--	2	--
5	33	--	1	2	31.5	--	3	1	33.7	--	--	3
6	31.7	--	2	1	32.3	--	1	2	31.7	--	2	1

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Several agencies assure that safety standards are met. These include the local fire department, Keenan and Associates (Administrators of Workers' Compensation), the Jurupa Unified School District Safety Committee, the Jurupa Unified School District Maintenance Department and our own school custodians.

Granite Hill 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; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the Jurupa Unified School 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 days. This plan is updated every year and approved by our School Site Council.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.08%	0.11%	0.09%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The safety, cleanliness, and adequacy of our school facilities are high priorities in the Jurupa Unified School District. Overall, school ground 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 annually 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 a top priority.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation		X		
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds		X		
Roofs	X			
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	31	34	32	941
Without Full Credential	2	1	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/ncib/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,191.03	\$2,719.52	\$6,471.51	\$62,291.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	9%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-31%	-4%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Available funds include general education, special education, and state- and federally-funded special projects. In addition to general and special education revenues, Granite Hill received funding for state and federal programs, including School Improvement (a State program serving all students); Gifted And Talented Education (a State program for identified gifted and talented students); Title I (a federal remediation program serving all students at Granite Hill); and Economic Impact Aid for English Learners. Title VI funds provided additional library books. Granite Hill also received funding for a drug, alcohol and tobacco education program.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	31%	38%	40%	28%	30%	33%	40%	42%	43%
Mathematics	48%	50%	51%	30%	32%	34%	38%	40%	40%
Science	23%	27%	35%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	58%	50%	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	38%	50%	29%
Pacific Islander	--	--	--
White (Not Hispanic)	44%	51%	54%
Male	38%	50%	48%
Female	42%	52%	24%
Economically Disadvantaged	38%	50%	32%
English Learners	27%	44%	12%
Students With Disabilities	25%	31%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	22%	32%	28%	30%	29%	34%	41%	42%	42%
Mathematics	42%	54%	46%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Hispanic or Latino	22%	46%
Pacific Islander	--	--
White (Not Hispanic)	27%	38%
Male	28%	47%
Female	25%	43%
Economically Disadvantaged	21%	44%
English Learners	20%	49%
Students With Disabilities	--	--

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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfl/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	18.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	3	4	4
Similar Schools	5	7	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	50	19	10	737
Hispanic or Latino	47	27	21	732
White (Not Hispanic)	53	-19	-28	733
Economically Disadvantaged	42	21	20	728
English Learners	--	17	39	711

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	--	2004-2005
Year in Program Improvement	--	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Each year staff members have opportunities to attend staff development days, conferences, grade level meetings, district professional development meetings and workshops to update their skills. In addition, many teachers participate in university continuing education classes and graduate programs to keep abreast of current research and educational practices.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Ina Arbuckle Elementary School



2006-07
School Year

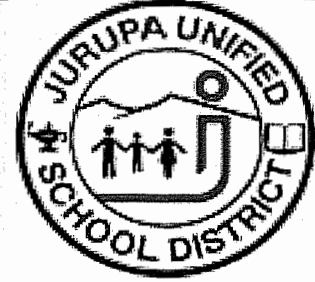
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Arbuckle (Ina) Elementary



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I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Arbuckle (Ina) Elementary	District Name	Jurupa Unified
Street	3600 Packard Street	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-4519	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 222-7788	Superintendent	Elliott Duchon
Principal	Paul Jensen	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	pjensen@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission of Ina Arbuckle Elementary is to educate students to achieve and demonstrate academic excellence. Students will become confident, collaborative, and competitive in a global society, by utilizing state-of-the-art technologies. Teachers will utilize innovative teaching strategies within a well-maintained, secured learning environment, where traditions and change are valued.

Ina Arbuckle Elementary School is one of sixteen K-6 elementary schools in the Jurupa Unified School District, and is located in a rapidly growing unincorporated area of Riverside County. The population of our community is very mobile. The majority of the students live within walking distance of the school in apartments, mobile home parks or rented homes, which contribute to a high transient rate. The school has a diverse ethnic population of 655 students including the following ethnic groups: 2.9% African American, 89.3% Hispanic or Latino, 0.6 Pacific Islander, 1.4% Asian, and 5.5% White not Hispanic. According to the data 93.9% of the students are on free or reduced price lunch, 61% are English Learners, 6% are GATE students, 4% are special day students, and 3% of students are in the resource specialist program.

Ina Arbuckle has 33 fully credentialed teachers.

Ina Arbuckle is currently a schoolwide Title 1 school. Additional funding includes (but is not limited to) Title III, GATE, School Improvement Funds, and CBET.

Ina Arbuckle is currently a Year Two Program Improvement School.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Paul Jensen

Contact Person Phone Number: 951-222-7788

In addition to volunteering in their child's classroom, there are many other opportunities for parental involvement at Ina Arbuckle School. Parents are invited to attend parent meetings and workshops. Workshops offered may include: Math, Reading, Homework Support, Holiday Card Making and English as a Second Language. Parents are also encouraged to be actively involved in Ina's PTA, School Site Council, Title I Advisory Committee, English Language Advisory Committee and Community Based English Tutoring Program. They can also help cultivate their child's education by supporting the school in teaching students responsibility for completing homework, arriving at school every day on time, and being accountable for their own behavior. Parents are encouraged to communicate with the school regarding their child's progress and concerns they might have.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	76	Grade 4	101
Grade 1	99	Grade 5	89
Grade 2	99	Grade 6	92
Grade 3	99	Total Enrollment	655

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	3.00%	Multiple or No Response	0.31%
Asian	1.37%	Economically Disadvantaged	86.00%
Hispanic or Latino	89.00%	English Learners	61.00%
Pacific Islander	0.61%	Students With Disabilities	9.00%
White (Not Hispanic)	5.50%		

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07		
	Number of Classrooms				Number of Classrooms				Number of Classrooms		
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32
K	22.4	4	--	1	19.2	5	--	--	16	5	--
1	18	5	--	--	19	4	--	--	18.6	5	--
2	18.8	5	--	--	20	4	--	--	18.2	5	--
3	33	--	2	1	19.8	4	--	--	20.8	2	2
4	34	--	--	3	29.7	--	3	--	29	--	2
5	33.5	--	--	2	32	--	2	1	29.7	--	3
6	33.3	--	1	2	31.3	--	3	--	30	--	3

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Our Safety Committee, led by the site Safe Schools Coordinator, and comprised of parents and staff, meets annually to revise and update our Disaster/Crisis Emergency Preparedness Plan. Ina Arbuckle 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 Districts 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 of each year.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.01%	0.04%	0.00%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Ina Arbuckle School Specifications: Year Constructed 1956, 20 permanent classrooms, 15 re-locatable classrooms, completely air conditioned, indoor cafeteria and outdoor lunch patio court. Ina Arbuckle has three full-time custodians who maintain the facilities.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks		X		
Mechanical Systems		X		
Windows/Doors/Gates (interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)		X		
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)		X		
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		
Restrooms		X		
Sewer	X			
Playground/School Grounds		X		
Roofs		X		
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary			X	

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	32	32	33	941
Without Full Credential	0	1	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/ncib/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,593.32	\$2,579.84	\$6,013.48	\$60,688.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	11%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-22%	-1%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Funds were spent for general education, special education and State and federally funded special projects. Ina Arbuckle School receives state funds for programs including: School Improvement Program (SI); Title III; Title I; Community Based English Tutoring; and Gifted and Talented, Reading Is Fundamental, and Governors Award.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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Published During 2007-08

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	19%	21%	26%	28%	30%	33%	40%	42%	43%
Mathematics	36%	44%	47%	30%	32%	34%	38%	40%	40%
Science	5%	23%	24%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	36%	55%	--
Asian	--	--	--
Hispanic or Latino	24%	45%	22%
Pacific Islander	--	--	--
White (Not Hispanic)	38%	52%	--
Male	20%	46%	27%
Female	32%	47%	21%
Economically Disadvantaged	25%	47%	22%
English Learners	17%	37%	12%
Students With Disabilities	9%	16%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	15%	12%	18%	30%	29%	34%	41%	42%	42%
Mathematics	37%	44%	42%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Hispanic or Latino	18%	41%
Pacific Islander	--	--
Male	21%	39%
Female	13%	46%
Economically Disadvantaged	16%	41%
English Learners	14%	36%
Students With Disabilities	14%	14%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	16.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	2	2	2
Similar Schools	6	4	6

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	5	30	20	703
Hispanic or Latino	3	25	15	694
Economically Disadvantaged	10	30	11	696
English Learners	--	24	17	669

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Recent trends in education and new California instructional goals and guidelines in language arts and mathematics have necessitated a high level of regular staff development. All staff members have opportunities to participate in staff development activities to enhance their job skills. These activities include conferences, in-services, workshops, and grade level meetings. During the 2005-06 school year, all staff members had the opportunity to participate in a variety of staff development training offered by JUSD and/or staff development training on site.

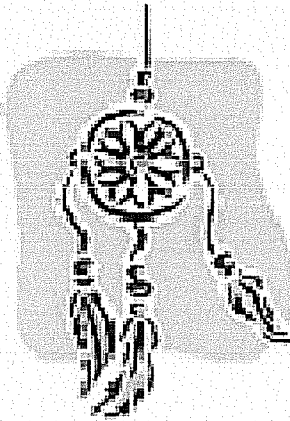
These trainings included: Literacy Training, Gifted and Talented Education Certification Workshops, CLAD/SB395, English Language Development, AB466 Houghton Mifflin Mathematics and Language Arts Gr. K-6, AB466 Language Intervention, National Board for Professional Standards Candidate Support Provider, Class Size Reduction (K-3), Beginning Teacher Support and Assessment (BTSA), Summer School Training, Understanding AD/HD, and ELD Training for Bilingual Language Tutors. Two certificated teachers, the assistant principal and the principal participated in the JUSD Leadership Academy. In addition, one teacher in each grade level attended a four day training on Professional Learning Communities.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Indian Hills Elementary School



2006-07
School Year

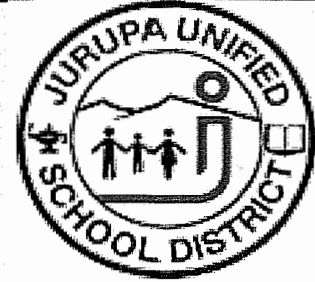
School Accountability Report Card

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Published During 2007-08



Indian Hills Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Indian Hills Elementary	District Name	Jurupa Unified
Street	7750 Linares Ave.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-0140	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2724	Superintendent	Elliott Duchon
Principal	Cynthia Johnson	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	cynthia_johnson@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

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.

Indian Hills Elementary School supports and implements the Jurupa Unified District's "Blueprint for Learning". As supported by research, "learning" needs to be the focus in an effective educational process. Alignment of standards, materials, and staff development help ensure student achievement and success. The JUSD five-point plan includes The Resources, The Structure, The Materials, The Method, and The Support.

Indian Hills Elementary School, which opened in 1986, is one of sixteen elementary schools in the Jurupa Unified School District. The school is nestled between the Jurupa Mountains and the Santa Ana River in a community known as Indian Hills. It is located in an unincorporated urban fringe area of the city of Riverside in Riverside County. It is considered a neighborhood school with most students living within walking distance. At Indian Hills, our dedicated staff implements a 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.

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School Profile: Indian Hills School enrolls approximately 681 students in grades K-6. There are 34 teachers, all of whom are fully credentialed. The school campus is comprised of 32 classrooms, a multipurpose room, library, and main office. Grades K-3 participate in the State class size reduction program and maintain a 20:1 student teacher ratio; grades 4-6 maintain a 34:1 student-teacher ratio. The school year is 180 traditional days and has been restructured to include 37 minimum days in order to support teacher collaboration. Approximately 52% of the students receive free or reduced lunch.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Shell Neese, PTA President **Contact Person Phone Number:** 951-360-2724

The School Site Council meets six times a year. The Council collaborates with teachers and school administration examining program effectiveness, school safety, and learning opportunities. The PTA has fund-raising activities for field trips, supplies and equipment, assemblies, and incentives and rewards for students. They provide school-wide activities for students and families, including Book Fairs, fall and spring pictures, Red Ribbon Week, Fall Carnival, and various assemblies, including student assemblies, and our traditional Young Authors' Day. An English Learner Advisory Committee (ELAC) meets six times yearly and advises the principal on a number of issues related to the education of English Language Learners. Parents volunteer in various capacities and the number of volunteer hours for 2006-2007 was in excess of 4,000 hours. We will continue to encourage parental participation through PTA activities, serving as classroom volunteers, serving on the School Site Council, English Language Advisory Committee, the Community Based English Tutoring program (CBET), Grade Level Parent Meetings, and helping with other school programs.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	74	Grade 4	93
Grade 1	93	Grade 5	111
Grade 2	105	Grade 6	108
Grade 3	97	Total Enrollment	681

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	6.00%	White (Not Hispanic)	31.86%
American Indian or Alaska Native	0.29%	Multiple or No Response	1.03%
Asian	3.38%	Economically Disadvantaged	48.00%
Filipino	2.00%	English Learners	20.00%
Hispanic or Latino	55.00%	Students With Disabilities	5.00%
Pacific Islander	0.88%		

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	20	5	--	--	20	4	--	--	19	4	--	--
1	19.5	4	--	--	19.6	5	--	--	19.8	4	--	--
2	20	5	--	--	17	5	--	--	20	5	--	--
3	30	--	5	--	19.7	6	--	--	19.4	5	--	--
4	29.6	--	5	--	33.7	--	--	3	31.3	--	4	--
5	32.7	--	1	2	33	--	--	3	31.3	--	2	1
6	33	--	2	2	30.2	--	5	--	31.3	--	3	--

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.04%	0.01%	0.04%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	36	34	32	941
Without Full Credential	0	1	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,139.49	\$2,249.28	\$6,890.21	\$68,055.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	0%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-39%	-14%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Funds were spent for general education, special education, 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 such as our Title I Program, School Improvement Program, Gifted and Talented Education, Special Education, English Language Program, Extended Learning Opportunities (ELO), and after school Community-Based English Tutoring (CBET).

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	42%	50%	48%	28%	30%	33%	40%	42%	43%
Mathematics	47%	60%	60%	30%	32%	34%	38%	40%	40%
Science	25%	18%	32%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	43%	57%	--
American Indian or Alaska Native	--	--	--
Asian	44%	67%	--
Filipino	--	--	--
Hispanic or Latino	42%	55%	24%
Pacific Islander	--	--	--
White (Not Hispanic)	58%	67%	35%
Male	45%	66%	36%
Female	50%	53%	28%
Economically Disadvantaged	42%	55%	20%
English Learners	23%	46%	0%
Students With Disabilities	30%	41%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	34%	34%	41%	30%	29%	34%	41%	42%	42%
Mathematics	50%	55%	59%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Hispanic or Latino	29%	47%
Pacific Islander	--	--
White (Not Hispanic)	61%	78%
Male	35%	65%
Female	47%	53%
Economically Disadvantaged	31%	51%
English Learners	0%	23%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	15.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	6	6	7
Similar Schools	7	5	8

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	23	36	11	808
Hispanic or Latino	26	48	8	793
White (Not Hispanic)	24	29	11	833
Economically Disadvantaged	10	41	31	787
English Learners	--	22	45	772

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	--	2004-2005
Year in Program Improvement	--	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Aiming high academically and socially is the bar for Indian Hills Elementary School. Rigorous academic standards are aligned with materials, professional development, and assessments, to ensure student success with cognitive skills. Indian Hills' highly qualified staff collaborates using data to examine program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. From that process, suggestions are made for staff development to ensure the safety and academic success of all students.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Mission Bell Elementary School



2006-07
School Year

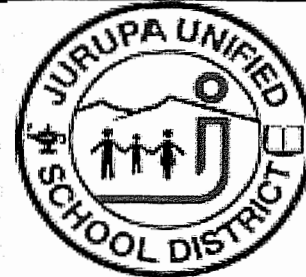
School Accountability Report Card

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Mission Bell Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Mission Bell Elementary	District Name	Jurupa Unified
Street	4020 Conning St.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-2599	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2748	Superintendent	Elliott Duchon
Principal	Andrew Huben	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	ahuben@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Both academic and social success are the vision for all students at Mission Bell Elementary School. Our academic expectation is that every student at Mission Bell will meet or exceed the State of California grade-level standards and will demonstrate mastery of the same on both formative and summative assessments.

Academic practice and decision making are based on the latest research on achievement and leadership, and are put into practice using the most effective strategies available. Students will be well prepared to work independently and in teams to solve complex problems. Competent research skills will be an expectation for all students, and each student will have a working knowledge of technology as a tool for learning in the 21st Century.

All of the stakeholders at Mission Bell are appropriately included in the school community with parents, faculty, staff, and community all contributing to the academic success and social development of the student. Parents are considered the cornerstone of this group.

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Mission Bell Elementary School is located at 4020 Conning Street in the unincorporated area of Riverside County on the edge of Mira Loma close to the junction of the 15 and 60 freeways. The area has a mixture of small businesses, restaurants and light industry, the latter comprised mostly of transportation and warehousing. The main neighborhoods in the school's attendance area are Homestead on the north side of the 60 freeway on Country Village Road bordering southern Fontana; Mira Loma Village located at the northwest corner of the Jurupa Unified School District on Etiwanda Blvd., and the apartments and homes immediately surrounding the school.

Mission Bell Elementary School is one of sixteen (16) elementary schools in the Jurupa Unified School District. The Jurupa Unified School District serves more than 20,000 students in grades kindergarten through twelve. Established in 1963 our school district includes 16 elementary schools, 3 middle schools, 2 comprehensive high schools, a vocational alternative high school, a continuation high school, an adult school, and a special needs school. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence.

Mission Bell houses a state preschool with twenty-five students attending the morning session and twenty-five students attending the afternoon session. Two preschool teachers, who each hold a bachelors degree, and two preschool aides, who assist them, staff the preschool. Numerous parents volunteer in the preschool classroom. The preschool emphasizes both developmental skills and pre-kindergarten academic readiness skills as a part of their curriculum.

Mission Bell School presently serves over 500 students in grade K-6. 75% of the schools population participates in the free and reduced lunch program. English language learners represent 54% of the student population. Approximately 89% of the students are Hispanic, 7% are White, 1% are African American, and the remaining students are American Indian, Asian, or Pacific Islander. GATE students are typically identified in 3rd grade and are served in grades 3-6. Students receiving special education services are served by a resource specialist and a speech/language specialist. Two SDC classes are housed at Mission Bell. A library is available to students and parents. Additionally, each classroom contains two computers in grades kindergarten-3 and three computers in grades 4-6. There is a minimum day scheduled every Friday for planning and staff development activities.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Andrew Huben

Contact Person Phone Number: 951-360-2748

Mission Bell School's parent involvement policy is based on the California State Board of Education policy, which was established to enhance parent involvement in schools. Six priorities are addressed: communication, parenting, student learning, volunteering, school decision-making, and collaboration with the community. Teacher conferences are regularly scheduled, translations are provided as needed, newsletters and progress reports are sent home and a Parent/Teacher/Student Compact is signed. Community-Based English Tutoring (CBET) is available for adult second language learners in our community. PTA, SSC, and ELAC parent meetings are held on a regular basis. Parent trainings are offered, as well as babysitting based on the needs of parents. We encourage parents to volunteer in classrooms, on study trips, and with other school functions.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	81	Grade 4	88
Grade 1	94	Grade 5	83
Grade 2	80	Grade 6	79
Grade 3	83	Total Enrollment	588

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Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	1.00%	White (Not Hispanic)	7.14%
American Indian or Alaska Native	0.85%	Multiple or No Response	0.34%
Asian	0.17%	Economically Disadvantaged	76.00%
Filipino	0.00%	English Learners	54.00%
Hispanic or Latino	89.00%	Students With Disabilities	11.00%
Pacific Islander	0.85%		

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07		
	Number of Classrooms				Number of Classrooms				Number of Classrooms		
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32
K	19.3	4	--	--	20	4	--	--	19	5	--
1	19.6	5	--	--	20	5	--	--	19.2	5	--
2	17.2	5	--	--	19.8	5	--	--	20	4	--
3	29.5	--	2	--	19.5	4	--	--	18.5	4	--
4	27	--	1	--	32.5	--	1	1	28.3	--	3
5	33	--	--	2	33	--	--	2	29.5	--	2
6	32	--	2	1	31.5	--	2	--	30.5	--	2

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II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The School Safety Plan is reviewed annually by the School Site Council/School Safety Committee. The Plan was last reviewed on February 2007. The comprehensive School Safety Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning and (9) rules and procedures on school discipline adopted pursuant to Ed. Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at Mission Bell.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.03%	0.02%	0.02%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Mission Bell Elementary School provides a safe, clean environment for learning. Our custodial staff includes two full-time custodians who perform basic cleaning operations in every classroom. The principal and head custodian inspects the buildings and grounds regularly to ensure a safe a clean environment for students. In addition, inspections by the Supervisor of Maintenance and Operations occur regularly to ensure that safety and cleaning standards are met for buildings and grounds.

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School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		
Windows/Doors/Gates (Interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)		X		
Hazardous Materials (Interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and exterior)		X		
Pest/Vermin Infestation		X		
Drinking Fountains (Inside and outside)		X		
Restrooms		X		
Sewer	X			
Playground/School Grounds		X		
Roofs		X		
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary			X	

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	30	30	31	941
Without Full Credential	0	1	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,937.56	\$2,584.98	\$6,352.58	\$64,038.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	6%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-29%	-7%

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Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Additional funding assists the school in providing additional educational opportunities and services for the children of Mission Bell.

Services available at Mission Bell include:

- Special Education-serves students with special needs
- Bus transportation to and from school
- Instructional materials-i.e., textbooks, paper supplies, etc.
- Drug, Alcohol and Tobacco Abuse Education
- Gifted and Talented Education-serves high achieving students
- Title I-provides services to low achieving students
- Title VI-provides library books, maps, etc.
- Economic Impact Aid-Bilingual-serves limited English speaking students
- Mentor Teacher-Exemplary Teacher Program
- Staff Development-provides in-services and training to teachers
- School Improvement-provides supplementary programs and instructional materials

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	27%	31%	38%	28%	30%	33%	40%	42%	43%
Mathematics	34%	41%	52%	30%	32%	34%	38%	40%	40%
Science	14%	12%	14%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	37%	51%	6%
Pacific Islander	--	--	--
White (Not Hispanic)	60%	73%	--
Male	33%	51%	20%
Female	45%	54%	10%
Economically Disadvantaged	36%	51%	12%
English Learners	30%	47%	5%
Students With Disabilities	2%	5%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	23%	25%	25%	30%	29%	34%	41%	42%	42%
Mathematics	47%	48%	50%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Hispanic or Latino	24%	51%
Pacific Islander	--	--
Male	28%	54%
Female	20%	43%
Economically Disadvantaged	23%	47%
English Learners	26%	57%
Students With Disabilities	8%	17%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	2.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	3	3	3
Similar Schools	5	6	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	24	26	26	737
Hispanic or Latino	27	33	30	736
Economically Disadvantaged	26	29	18	724
English Learners	--	37	49	717

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	--	2004-2005
Year in Program Improvement	--	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Teachers that require improvement are given assistance in formulating and implementing professional development plans. In addition, Mission Bell teachers participate in a vigorous program of staff development, which enables them to stay abreast of the latest educational research and instructional innovations. Teachers at Mission Bell work toward improving their classroom instruction on a regular basis. In order to provide intensive in-services training, three in-services days were provided to teachers throughout the 2005-06 year. On these days, teachers attended workshops, listened to speakers, and discussed and analyzed current trends in education in order to provide the best possible education to their students. Through use of District and Categorical Project funds, teachers are also able to attend outside workshops and in-services provided by leading professionals in the field of education.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Pacific Avenue Elementary School



2006-07
School Year

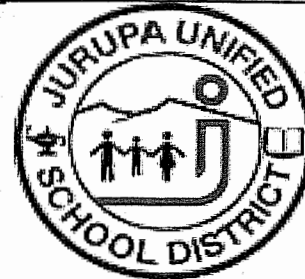
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Pacific Avenue Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Pacific Avenue Elementary	District Name	Jurupa Unified
Street	6110 45th St.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-7201	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 222-7877	Superintendent	Elliott Duchon
Principal	Maureen Dalimot	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	mdalimot@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Aiming high academically and socially is the vision for Pacific Avenue School. Rigorous academic standards are aligned with materials, professional development, and assessments, to ensure student success with cognitive skills.

At Pacific Avenue Elementary School, standards-based instruction and scientifically-based teaching strategies promote fuller student knowledge bases and higher student achievement. Students receive instruction designed to develop critical thinking, literacy, and civil behavior that are essential to a democratic society.

Pacific Avenue's highly qualified staff collaborates with parents examining program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. An active three-way partnership among teachers, parents, and students is the cornerstone to Pacific Avenue's determination that no child will be left behind.

Pacific Avenue Elementary School is located in one of several unincorporated communities served by the Jurupa Unified School District, a growing district of over 20,000 students. Ethnic distribution is 82% Hispanic, 7% African American, 8% White (not Hispanic), and 5% Other. Pacific Avenue School is currently serving approximately 465 kindergarten through sixth grade students and 35 Head Start children.

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According to CBEDS and STAR Demographic data, 78% of Pacific Avenue students receive free or reduced lunch, 48% of students are English learners, and the average parent education level is 1.97, where 1 is equal to "not a high school graduate, and 5 is equal to graduate school experience.

Pacific Avenue School has 24 highly qualified teachers. Pacific Avenue achieved a 704 on the API, earning a second year out of Program Improvement status.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Robyn Anderson

Contact Person Phone Number: 951 222-7877

Parent involvement is always a focus at Pacific Avenue. Parent meetings are held to obtain parent input regarding programs, such as, Title I, GATE, and EL programs. A teacher/parent/student compact is reviewed, edited, distributed, and signed by parents, students, and teachers yearly. Our School Site Council, reflecting appropriate perody, has the opportunity to discuss parent involvement with regards to programs, special events, school policies, among others. Pacific Avenue's English Language Advisor Committee (ELAC) affords parents opportunities to become involved, provide input, and voice concerns about programs.

Parents, teachers, students, and other staff members have opportunities to make suggestions about Pacific Avenue programs. Programs, such as, Title I, ELO (Extended Learning Opportunities), GATE, and EL programs, are reviewed yearly, continual input and review guides the creation of the Coordinated School Plan.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	65	Grade 4	57
Grade 1	54	Grade 5	71
Grade 2	74	Grade 6	73
Grade 3	71	Total Enrollment	465

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	9.00%	White (Not Hispanic)	7.53%
Asian	0.65%	Multiple or No Response	1.08%
Filipino	0.00%	Economically Disadvantaged	75.00%
Hispanic or Latino	81.00%	English Learners	48.00%
Pacific Islander	0.65%	Students With Disabilities	12.00%

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07		
	Number of Classrooms				Number of Classrooms				Number of Classrooms		
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32
K	18	4	--	--	21	--	3	--	22	1	2
1	19.3	3	--	--	18.5	4	--	--	15	3	--
2	18.3	3	--	--	21	1	2	--	16	3	--
3	31.5	--	2	--	20.7	2	1	--	20.7	1	2
4	33	--	1	1	29	--	2	--	28.5	--	2
5	33	--	--	2	32	--	2	--	31.5	--	2
6	32	--	1	--	34	--	--	2	28	--	2

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Pacific Avenue 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 49000, 48915, and 49079; the Districts 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.

The school has published an Emergency and Disaster Preparedness Plan which has been given to all employees and to interested parents. A supply of water is on-hand at the school, as well as blankets, radios, flashlights, and tools. Many employees are trained in first aid and in cardiopulmonary resuscitation (CPR). Regular drills are conducted with students with special emphasis on what to do in case of an earthquake.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.13%	0.15%	0.11%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.01%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

During 2007, Pacific Avenue Elementary School was refurbished. Original classroom structures were reroofed, lighting fixtures were updated, and paint was applied. Old carpeting was removed and tiled flooring was installed. The school was landscaped and decorative and functional rough-iron fencing was erected. The portable classroom were not updated nor was the multi-purpose room.

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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	22	25	24	941
Without Full Credential	1	0	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,418.52	\$2,906.14	\$6,512.38	\$67,351.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	1%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-32%	-12%

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Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

At Pacific Avenue School, many extra services for students are provided through categorical funds. For instance, one instructional aide, 10% of our media clerk, a Language Arts and a Mathematics Coach, staff development, and educational supplies are purchased through School Improvement (a State program serving all students), Title I (a federal program serving students socioeconomically disadvantaged students), and SAIT funding. Two bilingual tutors are provided through Bilingual funds from Economic Impact Aid. Drug abuse education is provided through funds for that purpose. Materials and in-class, as well as out-of-classroom, experiences are provided for gifted children through Gifted and Talented Education funds. There are also a number training programs for teachers provided through math and science teacher training projects, mentor teacher projects, School Improvement, and Title I.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	24%	28%	27%	28%	30%	33%	40%	42%	43%
Mathematics	39%	42%	40%	30%	32%	34%	38%	40%	40%
Science	8%	8%	7%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	14%	25%	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	27%	41%	7%
Pacific Islander	--	--	--
White (Not Hispanic)	50%	65%	--
Male	23%	44%	3%
Female	32%	36%	11%
Economically Disadvantaged	25%	39%	7%
English Learners	15%	29%	0%
Students With Disabilities	5%	20%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	13%	8%	27%	30%	29%	34%	41%	42%	42%
Mathematics	40%	61%	34%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Hispanic or Latino	19%	35%
Male	28%	36%
Female	25%	32%
Economically Disadvantaged	21%	27%
English Learners	17%	21%
Students With Disabilities	9%	0%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	21.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	1	2	3
Similar Schools	2	5	6

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	51	37	4	704
Hispanic or Latino	46	43	-6	696
Economically Disadvantaged	46	36	4	693
English Learners	--	61	-17	667

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The Jurupa Unified School District provides excellent resources and opportunities for teachers to become knowledgeable about curriculum and to participate in decisions about instructional materials. JUSD works in conjunction with the University of California at Riverside to provide researched-based math and science workshops such as M.A.T.E. The Riverside County of Education and JUSD work in tandem providing classroom management, program implementation, and effective strategies workshops. Academic coaches assist and provide professional development for teachers. Each year, Pacific Avenue Staff work together to identify student needs and teacher instructional needs. The identification is made through ongoing data analysis. Based on the data indicators, teachers are provided with extensive professional development opportunities to help improve instructional strategies, classroom and behavior management, and differentiate instruction for student subgroups.

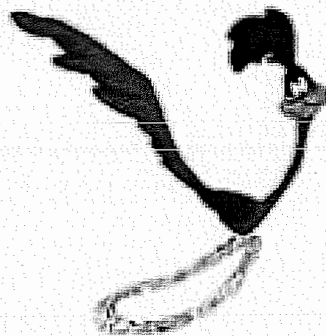
Teachers who require improvement are given assistance.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Pedley Elementary School

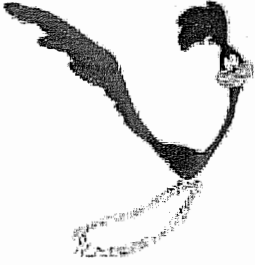


2006-07
School Year

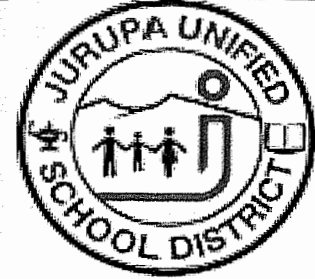
School Accountability Report Card

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Published During 2007-08



Pedley Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Pedley Elementary	District Name	Jurupa Unified
Street	5871 Hudson St.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-5012	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2793	Superintendent	Elliott Duchon
Principal	Victoria Jobe	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	vjobe@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Pedley Elementary is a K-6 school with an enrollment of 653 students. The school is in Year 4 of Program Improvement. Pedley Elementary School is student-centered, providing academic challenges, a safe environment and a creative learning atmosphere. We recognize individual talents and develop the strengths of everyone. Honesty, acceptance, cooperation and support empower our community to provide opportunities for all. Our students are high achievers in a world class school.

The staff of Pedley Elementary School together with the community, aims to provide an academically rigorous education for our students, while creating a climate that reinforces our awareness and appreciation of their heritage, their culture and their individual self-worth. Staff and parents work collaboratively to provide a safe, attractive, dynamic and enjoyable atmosphere for learning. Pedley school enables students to achieve at their highest level and become successful citizens in our society by maximizing the use of all available resources, partnering with parents, and maintaining a constant focus on achievement and improvement.

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Pedley Elementary School is one of sixteen elementary schools in the Jurupa Unified School District. The district is a unified K-12 district encompassing 44 square miles. Pedley is located in an unincorporated area of Riverside County which is experiencing steady growth. The school was constructed in 1953 and was recognized as a California Distinguished School in 1987.

Pedley Elementary had the opportunity to participate in the High Priority Program in the 2006-2007 school year. This year was the planning year. The plan includes two instructional coaches/intervention teachers to assist teachers in improving student instruction. This grant also allowed for a parent liaison to assist in improving parent involvement.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Andrew Elliott

Contact Person Phone Number: (951) 360-2793

Parents have the opportunity to participate in various school organizations, for example, School Site Council, English Learners Advisory Committee, Parent/Teacher Association, and GATE Parent Committee and provide feedback in decision making. PTA held fund raising activities for field trips, assemblies, and for sixth grade science camp. Parent volunteers assist teachers in the classroom in various ways from cutting to reading with a child. Pedley school also offers opportunities for parents to learn how they can help their child at home through monthly parent workshops. Activities such as Science Project Workshops, Community Based English Tutoring, and Grade Level Workshops provide parents with skills that they can utilize at home with their child.

Community involvement activities include Pedley family picnic, Family Math Night, Family Reading Night, Parent Involvement Meetings, GATE parent meetings, Red Ribbon Week, Public Schools Week, book fairs, Skills Days, Principal for a Day, and the partnership with the Riverside Philharmonic.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	97	Grade 4	96
Grade 1	73	Grade 5	104
Grade 2	91	Grade 6	112
Grade 3	80	Total Enrollment	653

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	3.00%	White (Not Hispanic)	21.13%
American Indian or Alaska Native	0.15%	Multiple or No Response	1.38%
Asian	0.77%	Economically Disadvantaged	71.00%
Filipino	1.00%	English Learners	40.00%
Hispanic or Latino	72.00%	Students With Disabilities	11.00%
Pacific Islander	0.31%		

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19.2	5	--	--	19.5	4	--	--	19	6	--	--
1	19.4	5	--	--	19.8	5	--	--	17.5	4	--	--
2	19.8	5	--	--	19	5	--	--	19.8	5	--	--
3	31.7	--	3	--	19.7	6	--	--	17.2	5	--	--
4	33.7	--	--	3	32.3	--	2	1	30	--	3	--
5	29.7	--	3	--	32	--	2	--	33.7	--	--	3
6	30.3	--	3	--	33.3	--	--	3	26.8	--	4	--

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Pedley 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 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. Pedley practices fire drills monthly. A disaster drill is held once a year.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.08%	0.17%	0.18%	0.21%	0.22%	0.24%
Expulsions	0.01%	0.00%	0.00%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Pedley Elementary School students, staff and parents believe in the importance of building a school community to promote a life-long love of learning for all stakeholders. The curriculum standards are aligned with materials, professional development, and assessments, to ensure improvement in student achievement. Through effective, scientifically based research and standards-based classrooms, the instructional program at Pedley School promotes critical thinking and reflective learning. Staff members examine student work in order to determine the content and quality of the standards as well as student mastery. Multiple measures in assessment are incorporated into the instructional program from the state, district and site level to monitor student progress and improve our existing academic structure. The school community model invites collaboration between certificated and classified staff members in the learning partnership with students and parents. All stakeholders are encouraged to participate in, evaluate, and refine the learning partnership so every child experiences success and no child is left behind.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)		x		
Restrooms		x		
Sewer	x			
Playground/School Grounds		x		
Roofs	x			
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary			x	

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	35	34	34	941
Without Full Credential	0	1	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.0%	3.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,724.43	\$2,474.08	\$6,250.35	\$60,639.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	11%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-26%	-1%

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Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Additional funding through the State-funded School Improvement Program assists the school in providing additional educational opportunities and services for the children of Pedley.

Services available at Pedley include: Special Education-serves students with special needs, bus transportation to and from school, instructional materials, Drug, Alcohol and Tobacco Abuse Education, Gifted and Talented Education-serves high achieving students, Title I-provides services to low achieving students, Title VI-provides library books, maps, etc., Economic Impact Aid-Bilingual-serves limited English speaking students, Staff Development provides in-services and training to teachers, School Improvement-provides supplementary programs and instructional materials, and technology training for teachers.

High Priority Grant will provide teacher with two instructional coaches/intervention teachers and one parent liaison in an effort to improve student achievement through staff development and parent involvement.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	21%	24%	29%	28%	30%	33%	40%	42%	43%
Mathematics	34%	35%	38%	30%	32%	34%	38%	40%	40%
Science	7%	11%	24%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	29%	29%	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	24%	34%	17%
Pacific Islander	--	--	--
White (Not Hispanic)	42%	50%	38%
Male	25%	39%	30%
Female	32%	37%	17%
Economically Disadvantaged	24%	36%	20%
English Learners	11%	24%	6%
Students With Disabilities	6%	18%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	30%	28%	22%	30%	29%	34%	41%	42%	42%
Mathematics	44%	46%	38%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Hispanic or Latino	15%	33%
Pacific Islander	--	--
White (Not Hispanic)	46%	62%
Male	18%	38%
Female	25%	38%
Economically Disadvantaged	17%	34%
English Learners	10%	22%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

No Data Available

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Reported for School Year 2006-07

Published During 2007-08

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	2	2	2
Similar Schools	1	1	2

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	24	26	26	705
Hispanic or Latino	21	25	27	683
White (Not Hispanic)	46	31	36	769
Economically Disadvantaged	17	27	31	688
English Learners	--	27	16	646

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

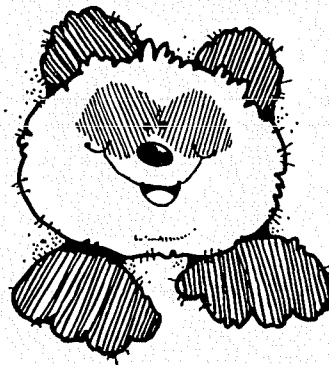
Staff development is provided through meaningful activities that assist teachers in staying abreast of new techniques and methodologies in education. During the 2006-2007 school year, three days were devoted to staff development. Topics have focused on improving and meeting the current standards. Teachers new to the district receive ongoing assistance through the district mentor program. Staff development activities reflect a planned, focused and coordinated program which addresses both individual and schoolwide goals. Staff members are involved in the process of identifying areas of need and in establishing priorities. Staff development activities concentrate on improving the school program for students and upgrading skills of the school staff in order to increase student achievement.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Peralta Elementary School

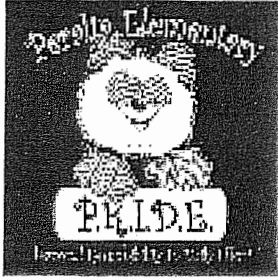


2006-07
School Year

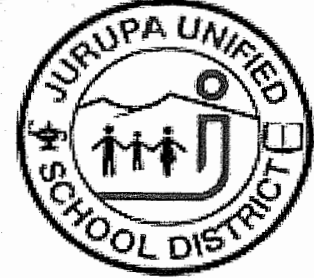
School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Peralta Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Peralta Elementary	District Name	Jurupa Unified
Street	6450 Peralta Pl.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 222-7701	Superintendent	Elliott Duchon
Principal	Marcy Hale	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	mhale@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

MISSION STATEMENT

Peralta's schoolwide mission is to create a positive learning environment that prepares students for a future of lifelong learning and helps produce ethical, responsible, and productive citizens.

VISION

Peralta Elementary School will be among the leaders in academic achievement in Riverside County. Peralta will offer high quality educational programs that are innovative and address California State Standards. Our expectation is that all students will excel in every academic capacity, and the school will have a reputation for quality.

The school's educational programs will develop the academic, social, emotional, and physical well-being of every student. Students will be well prepared to work independently and in teams to solve complex problems. Competent research skills will be an expectation for all students, and each student will have a working knowledge of technology as a tool for learning in the 21st Century. Classrooms will be outfitted with appropriate high quality learning resources.

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An active parent partnership program will provide the parent community with many opportunities to be involved with their child's education both at home and at school. Adults will share the joys of reading success and encouraging students to reach their fullest potential. Peralta believes that learning is a lifetime commitment for everyone.

SCHOOL PROFILE

Peralta Elementary School's architectural design is unique with classrooms and playgrounds located on multiple levels. We believe in providing high quality instruction that addresses the diverse needs of our students. Peralta School projections for the 2007-2008 school year are approximately 659 students in grades K-6. All classrooms from kindergarten through third grade have a ratio of 20 students to one teacher in accordance with the Class Size Reduction program. Grades 4 through 6 house a maximum of 34 students each. Peralta School has 29 regular education teachers, 2 Special Education teachers and 2 Resource Teachers that are both 50% employees. 32 of Peralta teachers are fully credentialed, Highly Qualified and EL Authorized. 424 (64.15%) of Peralta students qualify for free or reduced lunch. Limited English proficient students comprise 35% of the student population. Twelve students are projected to be in a K-3 special day class. Peralta participates in the Jurupa Unified School District Kindergarten Readiness Program by providing workshops for students and parents of incoming kindergarteners. Kindergarten students receive 200 minutes of instruction daily. Grades 1 through 6 receive a total of 327 minutes of instruction 4 days per week and 235 minutes of instruction is provided on minimum days. 42 minimum days are scheduled for the school year. Peralta has a collaborative and consultation service model for students on Individual Education Programs receiving Resource Specialist services. Both a nurse and a school psychologist are present one day a week, a health clerk on campus every day for 3 hours each day and a Language, Speech and Hearing specialist is on site two and a half days a week. In addition, a counselor from the Riverside Youth Services Department is present one day each week working with students who have either been self-referred or referred by a staff member. Peralta is currently in year 3 of Program Improvement as part of the No Child Left Behind legislation.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Marcy Hale

Contact Person Phone Number: 951 222-7701

The diversity of our students and their families is valued at Peralta. Through school-community activities, Parent_Partnership events, quarterly family movie nights, library materials, classroom activities that celebrate cultural events and traditions, and social studies curriculum, our community members and parents know they are valued, and consequently, the school climate is positive and productive. Peralta encourages parent involvement in SSC, ELAC, Parent Partnerships, PTA and classroom/school wide volunteer opportunities.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	96	Grade 4	87
Grade 1	91	Grade 5	100
Grade 2	94	Grade 6	92
Grade 3	108	Total Enrollment	668

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Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	6.00%	White (Not Hispanic)	21.11%
American Indian or Alaska Native	0.15%	Multiple or No Response	0.75%
Asian	1.35%	Economically Disadvantaged	59.00%
Filipino	1.00%	English Learners	35.00%
Hispanic or Latino	69.00%	Students With Disabilities	9.00%
Pacific Islander	1.20%		

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07		
	Number of Classrooms				Number of Classrooms				Number of Classrooms		
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	33+
K	19.2	5	--	--	20.3	3	1	--	19	5	--
1	18.6	5	--	--	20	4	--	--	19.8	4	--
2	20	3	--	--	19.2	5	--	--	20	4	--
3	32	--	3	--	19	6	--	--	19.8	5	--
4	34	--	--	1	33.7	--	--	3	33.5	--	--
5	34	--	--	3	33	--	--	2	34	--	2
6	34	--	--	2	30.7	--	3	--	34	--	2

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II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Peralta staff considers a focus on safety, health, and well being a priority. Three areas ensure our school is a safe and secure learning environment; planning, prevention and intervention. Peralta's Safe School Plan is updated annually and is kept on file at the district office. Every staff member is part of the development and implementation of the emergency plan. The district wide Safety Task Force inspects campuses and works with staff to ensure a safe facility and the district Safe Schools Committee sets direction and provides resources for violence, drug, alcohol, and tobacco prevention.

In accordance with Senate Bill 187, Peralta Elementary School employs 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 49709; the Districts 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. The Plan is updated annually and approved by the School Site Council 1n March.

We have emergency water and food supplies, blankets, first aid supplies, radios, flashlights, and tools recommended for use in a disaster. Peralta is currently assembling Emergency Backpacks for each classroom that will contain basic first aid supplies, as well as, the necessary equipment and documentation for an evacuation. Most staff members have received first aid training. Our school has one nurse to treat our 653 students. Our nurse visits classrooms and communicates with parents regularly to check on our students health status and ensure appropriate measures are followed.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.06%	0.12%	0.11%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.01%	0.03%	0.01%	0.01%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The safety, cleanliness, and adequacy of our school are a high priority to the District. Overall, school grounds and facilities are in good repair. The Districts 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 a top priority.

Peralta recently opened six brand new classrooms on our campus. These rooms are located on the lower level of our school grounds. The building is a two story portable structure complete with six classrooms, restrooms, staircases and an elevator. The playground area was also recently redone to add TOT turf under the swings and play equipment for additional safety and support.

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School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x	x		
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs		x		
Overall Cleanliness				

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	25	32	31	941
Without Full Credential	2	0	1	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,604.66	\$2,262.48	\$6,342.18	\$61,455.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	10%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-28%	-3%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to local and state funds, Peralta Elementary School receives special state and federal funds for programs such as our School Improvement Program, Gifted and Talented Education, Title VI, Alcohol and Tobacco Education, Bilingual Services.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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viii. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	36%	36%	34%	28%	30%	33%	40%	42%	43%
Mathematics	54%	45%	48%	30%	32%	34%	38%	40%	40%
Science	21%	17%	22%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	33%	56%	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	30%	41%	15%
Pacific Islander	--	--	--
White (Not Hispanic)	45%	60%	26%
Male	32%	50%	21%
Female	36%	46%	22%
Economically Disadvantaged	28%	42%	9%
English Learners	16%	29%	0%
Students With Disabilities	15%	31%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	36%	17%	26%	30%	29%	34%	41%	42%	42%
Mathematics	48%	43%	45%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	25%	40%
Pacific Islander	--	--
White (Not Hispanic)	21%	58%
Male	16%	45%
Female	36%	45%
Economically Disadvantaged	17%	39%
English Learners	15%	26%
Students With Disabilities	0%	12%

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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	42.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	6	6	4
Similar Schools	9	8	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	6	-27	7	730
Hispanic or Latino	17	-24	1	711
White (Not Hispanic)	-4	-30	20	773
Economically Disadvantaged	17	-43	16	696
English Learners	--	-35	17	675

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

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Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Staff development and curricular improvement are planned and implemented to improve student achievement. By increasing the faculty's awareness of refining their skills, staff development activities enable the instructional staff to deliver curriculum and instruction based upon program needs. The school sustains high interest in professional growth and improvement. During the past year, staff development has focused on Language Arts Mathematics, and English Language Development. All Peralta teaches have attended AB466 or SB472 training in Mathematics and Language Arts. As a follow up, teachers must complete additional hours to fulfill work portfolio requirements. The district provided teachers with the opportunities to participate in GATE training, math workshops, MATE, ALIAS and CHAMP. Independently, teachers often continue their own education through Masters Programs and specialty certificate programs. In addition, teachers new to the district receive ongoing assistance through the district mentor teacher program. Peralta Elementary School also has two 50% Resource Teachers who aid in and assist with the implementation of our Language Arts intervention program, Language!. These two teachers also provide support to the principal, staff and students of our campus.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Rustic Lane Elementary School



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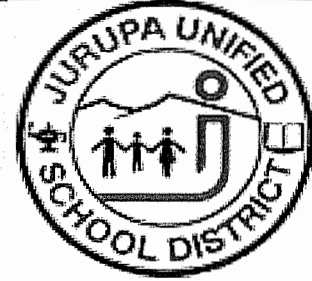
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I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Rustic Lane Elementary	District Name	Jurupa Unified
Street	6420 Rustic Ln.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-5780	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 222-7837	Superintendent	Elliott Duchon
Principal	Sandra J. Amatriain	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	samatriain@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Vision Statement

Rustic Lane Elementary Staff is dedicated to working collaboratively as a professional learning community to ensure that all students receive an education that reflects data driven decisions, current curriculum, and researched based practices.

Rustic Lane students are developing as intrinsically motivated and independent learners. Instruction is designed to ensure all students develop critical thinking; ethical, cultural, social and economic literacy; and behavior and values that are essential to a democratic society. Standards-based instruction promotes student learning to mastery and is utilized as a basis for logical decision making; appreciation of the diverse student culture; enriching the concepts of courage, justice, leadership, and respect; increasing individual responsibility and self-determination; utilizing technological skills, and establishing a fundamental desire to become productive, articulate, and responsible citizens.

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Academic standards are aligned with materials, professional development, and assessments to ensure student success with cognitive skills. Detailed, data-driven focus aids in the examination of program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. A collaborative partnership among teachers, parents, students and the community is the cornerstone to Rustic Lane's determination that no student is left behind in the pursuit of life-long learning and future achievement.

Mission Statement

The mission at Rustic Lane Elementary School is to educate students academically and socially to ensure success in a diverse and global society through an integrated, balanced, and progressive curriculum utilizing innovative teaching strategies while maintaining a secure and safe learning environment, where student learning is valued.

Rustic Lane is one of sixteen elementary schools in the Jurupa Unified School District. . The Jurupa Unified School District is a unified K-12 district encompassing 44 square miles in an unincorporated area of western Riverside County. Rustic Lane Elementary has a current enrollment of 779 students in kindergarten through sixth grade.

Rustic Lane was initially identified as a Year 1 Program Improvement school when the 2003 ELA AMO was not met for English Learners. Rustic Lane moved into Year 2 of Program Improvement when the 2004 ELA AMO was not met for English Learners. In 2005, the ELA AMOs for all students as well as for all subgroups were not met, moving the school into Year 3 Program.

In response to Rustic Lane's NCLB Program Improvement status, restructuring of the schools instructional practices were implemented, with an emphasis on meeting the needs of English Learners. State test data from 2006 indicated that Rustic Lane met or exceeded all AMO targets schoolwide as well as all significant subgroups and met AYP (with Safe Harbor status for the English Learner subgroup) for the 2006-07 school year. Thus, Rustic Lane was placed on hold at Program Improvement Year 3 status. In 2007 the AMOs for all students as well as most subgroups were met with the exception of the EL subgroup. Rustic Lane's subgroup scores were averaged with the 2006 year's scores, thus moving the school into Year 4 Program Improvement status.

The Rustic Lane school campus is comprised of (35) classrooms, a multipurpose room, library and main office. Grades K-3 participate in the State class size reduction program and maintain a 20:1 student-teacher ratio. Grades 4-6 participate in the state Quality Education Investment Act of 2006 (QEIA) and maintain a 25:1 student-teacher ratio. The school year is a 180 traditional day schedule and has been restructured to include 37 minimum days in order to support teacher collaboration. Approximately (80%) of the students receive free or reduced lunch.

Two State Preschool classes are also located at Rustic Lane campus. Twenty-four students attend the morning session and twenty-four students attend the afternoon session. The preschool staff includes two preschool teachers and two preschool instructional assistants. Parent volunteers are an integral part of the preschool program. The preschool curriculum emphasizes both developmental skills as well as pre-kindergarten academic standards. Thirty-six out of forty-eight preschool students have registered as Rustic Lane for the 2007-2008 school year.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Giovanni Bernier

Contact Person Phone Number: (951) 222-7837

Parents have the opportunity to participate in various school organizations, for example, School Site Council, English Learners Advisory Committee, Parent/Teacher Association, and GATE Parent Committee and provide feedback in decision making. Rustic Lane school also offers opportunities for parents to learn how they can help their child at home. Activities such as Science Project Workshops, Community Based English Tutoring, and Family Night Math workshops provided parents with skills that they can utilize at home with their child.

Community involvement activities include Rustic Lane family picnic, Family Math Night, Young Author/Artist showcase, Red Ribbon Week, Public Schools Week, book fairs, Skills Day, Principal for a Day, and the partnership with the Riverside Philharmonic.

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	110	Grade 4	138
Grade 1	90	Grade 5	125
Grade 2	99	Grade 6	107
Grade 3	110	Total Enrollment	779

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	3.00%	White (Not Hispanic)	5.26%
Asian	1.03%	Multiple or No Response	1.28%
Filipino	0.00%	Economically Disadvantaged	76.00%
Hispanic or Latino	89.00%	English Learners	53.00%
Pacific Islander	0.39%	Students With Disabilities	4.00%

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	17.7	5	1	--	19.2	5	--	--	18	6	--	--
1	19.8	5	--	--	19.8	5	--	--	19	4	--	--
2	20	6	--	--	19.4	5	--	--	18.8	5	--	--
3	32	--	3	--	18	7	--	--	19.6	5	--	--
4	34	--	--	3	33.7	--	--	3	32.8	--	1	--
5	34	--	--	2	31.7	--	1	2	33.7	--	--	3
6	33.3	--	--	3	31	--	2	1	33.7	--	--	3

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Rustic Lane 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 48900, 48915, and 49079; the District's Discipline Handbook, and Sexual Harrassment 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. Rustic Lane practices monthly fire drills. A disaster drill is held once a year.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.07%	0.04%	0.08%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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.

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School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems		x		
Windows/Doors/Gates (interior and exterior)		x		
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation		x		
Drinking Fountains (inside and outside)		x		
Restrooms		x		
Sewer	x			
Playground/School Grounds	x			
Roofs		x		
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary			x	

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	32	36	33	941
Without Full Credential	2	4	1	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.0%	3.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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Published During 2007-08

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,055.42	\$2,822.34	\$6,233.08	\$59,220.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	13%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-26%	1%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Additional funding through State and Federally funded School Improvement programs assist the school in providing additional educational opportunities and services for the students at Rustic Lane. Services available include: Extended Learning Opportunities (ELO) program, tutoring, special education; bus transportation; instructional materials; Drug, Alcohol and Tobacco Abuse Education; Gifted and Talented Education; Title I, Title VI, staff development, school improvement, technology training for teachers, and counseling.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	20%	25%	24%	28%	30%	33%	40%	42%	43%
Mathematics	35%	34%	31%	30%	32%	34%	38%	40%	40%
Science	5%	16%	11%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	17%	22%	--
Asian	--	--	--
Hispanic or Latino	24%	30%	10%
Pacific Islander	--	--	--
White (Not Hispanic)	24%	39%	--
Male	17%	29%	16%
Female	30%	32%	7%
Economically Disadvantaged	23%	31%	11%
English Learners	13%	20%	2%
Students With Disabilities	5%	14%	--

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Published During 2007-08

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	10%	12%	19%	30%	29%	34%	41%	42%	42%
Mathematics	26%	33%	38%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Hispanic or Latino	19%	40%
Pacific Islander	--	--
Male	14%	37%
Female	26%	40%
Economically Disadvantaged	19%	44%
English Learners	12%	30%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	11.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	1	1	2
Similar Schools	3	1	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	10	37	-14	650
Hispanic or Latino	9	39	-11	649
Economically Disadvantaged	4	44	-10	648
English Learners	--	62	-10	637

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Rustic Lane School's staff development plan is designed/updated yearly, and is based upon the collaboratively identified needs of the instructional and support staff serving the school. Leadership Team (instructional staff and school administrators) analyzes student data from CSTs, TOS, and other classroom performance indicators to determine areas where instructional practices need to be strengthened. Evaluations of the effectiveness of the previous year's staff development activities are also reviewed. Individually, teachers identify strategies they would like to add to their repertoires, and are offered opportunities for input regarding staff development offerings for school staff. From the data, professional development priorities are established, with activities planned to meet those needs.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Sky Country Elementary School



2006-07
School Year

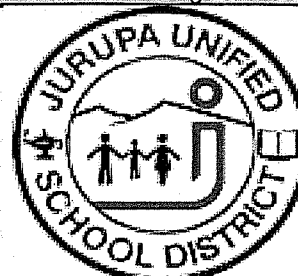
School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Sky Country Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Sky Country Elementary	District Name	Jurupa Unified
Street	5220 Lucretia Ave.	Phone Number	(951) 360-4168
City, State, Zip	Mira Loma, CA 91752-	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2816	Superintendent	Elliott Duchon
Principal	Joan Lauritzen	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	jlauritzen@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

All Sky Country School students will be academically successful and master challenging state academic content standards. Students will develop their individual potential and self-worth to become successful, contributing citizens who celebrate diversity. Students will be supportive, respectful, and responsible.

Sky Country School is one of 16 elementary schools in the Jurupa Unified School District. Sky Country is located in an unincorporated area of Riverside County. Currently Sky Country's enrollment is 700 students, kindergarten through sixth grade. The school was constructed in 1984 and opened for enrollment in September 1984. Sky Country has 31 teachers. All of them are fully credentialed. Our student population consists of 63% Hispanic, 32% White (not Hispanic), 3% African-American and 2% other. Sky Country has 28 regular K-6 classes, one 4-6 SDC class, one full-time Resource Specialist and a 50% Reading Intervention teacher. Our mission is to provide the best learning opportunities for our students and to encourage an environment in which all students can experience success. Sky Country staff maintains a student focus for all activities and programs, develops connections between life experiences and the curriculum and develops social, emotional and physical well-being in our students. Sky Country staff works collaboratively to ensure that all students receive the instruction they need in a comprehensible and effective manner. The vision for all Sky Country School students is to be academically successful and master challenging state academic content standards. Students will develop their individual potential and self-worth to become successful, contributing citizens.

School Accountability Report Card

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Published During 2007-08

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Valerie Falcon-PTO

Contact Person Phone Number: 951-360-2816

Sky Country has an active parent volunteer group dedicated to working collaboratively with the staff to provide the best possible environment and opportunities for the students. Our PTO is instrumental in raising money which provides field trips and assemblies for the students. Parents volunteer many hours to ensure the success of programs such as International Festival, Book Fairs, etc. The Booster Club is helps fifth and sixth grade students earn money to pay for science camp and sixth grade end of year activities.

Other opportunities for parent involvement include selection to parent advisory committees such as School Site Council (SSC), and English Learners Advisory Committee (ELAC). Various parent workshops and meetings are held throughout the year such as Latino Family Literacy, ESL classes and Parent Institute.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	88	Grade 4	89
Grade 1	108	Grade 5	99
Grade 2	98	Grade 6	123
Grade 3	95	Total Enrollment	700

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	3.00%	White (Not Hispanic)	31.86%
American Indian or Alaska Native	0.43%	Multiple or No Response	0.71%
Asian	0.71%	Economically Disadvantaged	39.00%
Filipino	0.00%	English Learners	22.00%
Hispanic or Latino	63.00%	Students With Disabilities	7.00%
Pacific Islander	0.43%		

School Accountability Report Card

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	27.3	2	--	1	18.8	5	--	--	20	5	--	--
1	22	--	3	--	18.8	4	--	--	19.6	5	--	--
2	18.8	5	--	--	19	4	--	--	18.3	4	--	--
3	27.7	--	3	--	20	3	--	--	18.7	3	--	--
4	34	--	--	3	33	--	1	1	34	--	--	--
5	31.7	--	2	1	34	--	--	3	33	--	1	1
6	30.7	--	3	--	33.7	--	--	3	33.3	--	1	2

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Sky Country 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; suspensions and expulsion policies pursuant to Education Code 48900, 48915, and 49709; the Districts 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.

Sky Country practices fire drills on a monthly basis to ensure that students know how to exit their classrooms and assemble on the field in an orderly fashion. A disaster drill is held at least once a year. Our site has some emergency water and food supplies, blankets, first aid supplies, radios, flashlights and tools recommended for disaster use.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.04%	0.07%	0.03%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The safety, cleanliness and adequacy of our school facilities are a priority to the District. Overall, school grounds and facilities are in good repair. The Districts 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. The District also has an internal inspection team conducting annual safety inspections of all sites.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)		x		
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation		x		
Drinking Fountains (inside and outside)		x		
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	29	31	31	941
Without Full Credential	0	1	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,289.64	\$2,113.64	\$6,176.00	\$61,608.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	10%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-25%	-3%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Special Education, Transportation, Instructional Materials, Drug Abuse Education, Gifted and Talented Education, Title II, Title III, Economic Impact Aid, Staff Development, School Improvement, and Math and Science Teacher Training.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	36%	37%	41%	28%	30%	33%	40%	42%	43%
Mathematics	47%	47%	55%	30%	32%	34%	38%	40%	40%
Science	19%	30%	30%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	42%	50%	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	36%	52%	22%
Pacific Islander	--	--	--
White (Not Hispanic)	50%	62%	45%
Male	40%	55%	30%
Female	42%	55%	31%
Economically Disadvantaged	35%	49%	25%
English Learners	18%	41%	4%
Students With Disabilities	5%	18%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	39%	39%	47%	30%	29%	34%	41%	42%	42%
Mathematics	59%	67%	58%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	40%	53%
White (Not Hispanic)	74%	74%
Male	49%	62%
Female	46%	54%
Economically Disadvantaged	40%	53%
English Learners	21%	43%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	33.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	6	5	4
Similar Schools	5	3	1

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	-20	1	35	769
Hispanic or Latino	-17	-4	31	751
White (Not Hispanic)	-22	16	51	806
Economically Disadvantaged	-13	14	44	741
English Learners	--	--	40	693

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	--	2004-2005
Year in Program Improvement	--	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Professional development is planned and implemented with increased student achievement as the goal. Teachers meet regularly to review and analyze student data from District Test of Standards, CSTs, and curriculum embedded assessments to determine where instructional strategies need to be improved. Teachers and the principal have participated in professional development to increase knowledge and implementation of the district adopted math and language arts curriculum. The leadership teams have participated in Professional Learning Communities and Building Collaborative Cultures training. Approximately on half of teachers have attended Professional Learning Communities training. The staff is working towards fully implementing the protocols associated with this training. Teachers meet in vertical articulation sessions to ensure coverage and continuity of instruction.

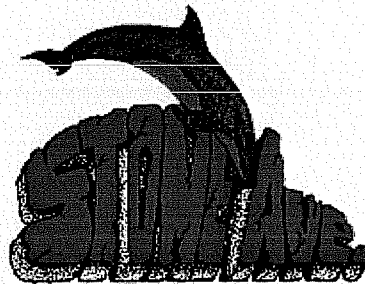
Teachers have developed gradelevel essential outcomes, common formative assessments, pacing guides and interventions in an effort to increase student achievement through teacher collaboration.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Stone Avenue Elementary School

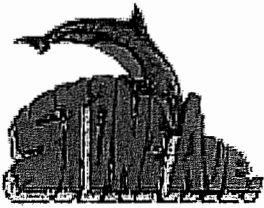


2006-07
School Year

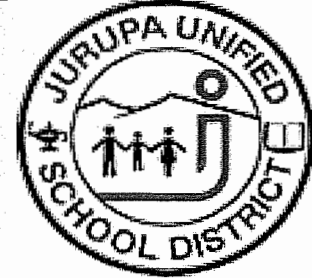
School Accountability Report Card

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Stone Avenue Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Stone Avenue Elementary	District Name	Jurupa Unified
Street	5111 Stone Ave.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-4090	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2859	Superintendent	Elliott Duchon
Principal	Caron Winston	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	cwinston@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission of Stone Avenue School is to foster the successful educational and social development of our students. By holding high expectations, inspiring a love of life-long learning, and instilling a commitment to excellence in our students, Stone Avenue parents and staff will lead and guide each student toward grade level proficiency, or above, as measured by performance in portfolios and state and district assessments.

Stone Avenue Elementary School opened in September, 1993, with an enrollment of 467 students which has grown to a current total enrollment of 695 students in kindergarten through 6th grades. It is a beautiful facility situated on a hill overlooking the surrounding community. The architectural design was the third of its type in the district with adaptations to its particular geographical surroundings. It is an attractive school in which we all take great pride.

Student Enrollment: Our October, 2006, K-6 enrollment was 695 students. The ethnic distribution is as follows: 77% Hispanic, 19% Anglo; 2% African American; and other 1%.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Dina Springer

Contact Person Phone Number: 951-206-6802

Stone Avenue boasts one of the most active PTA groups in the district. Our PTA focuses upon assemblies and programs aimed at student achievement and enrichment. Students have had the opportunity to experience multiple astronomy nights, cinema spectaculars, parent programs for helping students with homework, and family instructional programs in the evenings. Our ELAC parent group has become an active group in decision-making. This group meets regularly and is capably managed by a parent and a bilingual teacher. The ELAC meetings include discussion sessions about curriculum and remediation strategies at home, parent participation in activities like Science Fair project planning (every parent observed a project being set up and completed and then received all the materials necessary for them to help their own child to complete a project at home) and an avenue for discussion of areas of concern at the school. The principal participates in this portion of the meeting.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	104	Grade 4	105
Grade 1	98	Grade 5	99
Grade 2	97	Grade 6	88
Grade 3	104	Total Enrollment	695

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	2.00%	White (Not Hispanic)	18.85%
American Indian or Alaska Native	0.43%	Multiple or No Response	0.58%
Asian	1.15%	Economically Disadvantaged	57.00%
Filipino	0.00%	English Learners	38.00%
Hispanic or Latino	77.00%	Students With Disabilities	5.00%

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06			2006-07			
	Number of Classrooms				Number of Classrooms			Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	33+
K	20	4	--	--	19.8	4	--	19	6	--	--
1	20	4	--	--	18.2	5	--	19.8	4	--	--
2	19.8	4	--	--	19.6	5	--	18.8	4	--	--
3	30.6	--	5	--	19.2	5	--	18.8	5	--	--
4	34	--	--	2	32	--	3	33.3	--	1	--
5	34	--	--	3	29.5	--	2	31	--	2	--
6	33.7	--	--	3	29.7	--	3	34	--	--	2

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Stone Avenue 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 Districts 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.

Emergency supplies, blankets, first aid supplies, radios, flashlights and tools are available during a disaster or emergency.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.04%	0.05%	0.04%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Stone Avenue Elementary School provides a safe, clean environment for learning. Our custodial staff consisting of one daytime and one evening custodian performs basic cleaning operations in every classroom. Lawns are mowed and trimmed and sidewalks are swept by members of the grounds department. Five different agencies make periodic inspections to ensure safety at Stone Avenue Elementary. In addition, a formal inspection by the Supervisor of Maintenance and operations occurs three times each year to ensure that pre-established standards are met inside and outside each building and in the parking lots.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems		x		
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds		x		
Roofs	x			
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

School Accountability Report Card

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	29	31	31	941
Without Full Credential	0	0	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,828.77	\$2,379.85	\$6,448.92	\$63,961.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	6%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-30%	-7%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to local and state funds, Stone Avenue Elementary School receives special state and federal funds for programs such as our School Improvement Program, Gifted and Talented Education, Title VI, Drug, Alcohol and Tobacco Education, and Economic Impact Aid-Limited English Proficient program.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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Published During 2007-08

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	37%	37%	42%	28%	30%	33%	40%	42%	43%
Mathematics	57%	48%	58%	30%	32%	34%	38%	40%	40%
Science	17%	30%	21%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	55%	27%	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Hispanic or Latino	38%	55%	18%
White (Not Hispanic)	56%	72%	28%
Male	42%	60%	24%
Female	41%	56%	17%
Economically Disadvantaged	31%	51%	20%
English Learners	14%	43%	0%
Students With Disabilities	33%	42%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	27%	32%	37%	30%	29%	34%	41%	42%	42%
Mathematics	46%	55%	56%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Hispanic or Latino	32%	53%
White (Not Hispanic)	52%	68%
Male	48%	65%
Female	27%	48%
Economically Disadvantaged	29%	55%
English Learners	17%	46%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	24.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	6	6	5
Similar Schools	8	7	6

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	17	-1	32	782
Hispanic or Latino	15	-3	38	765
White (Not Hispanic)	25	22	22	842
Economically Disadvantaged	3	-4	32	740
English Learners	--	-11	49	725

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	--	2004-2005
Year in Program Improvement	--	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

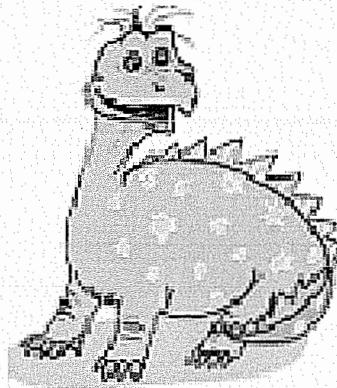
Staff development and curricular improvement are planned and implemented to improve student achievement. By increasing the faculty's awareness and refining their skills, staff development activities enable the instructional staff to deliver curriculum and instruction based upon program needs. The school sustains high interest in professional growth and improvement. During the past year, staff development has focused on writing and reading, including systematic phonics instructions, written expression and class size reduction training for K-3 teachers. In addition, teachers new to the district receive ongoing assistance through the district mentor teacher program. A teacher on special assignment is available to assist and demonstrate lessons for teachers when requested.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Sunnyslope Elementary School

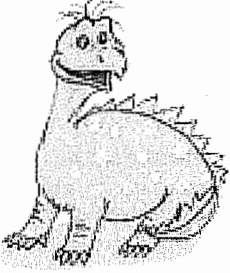


2006-07
School Year

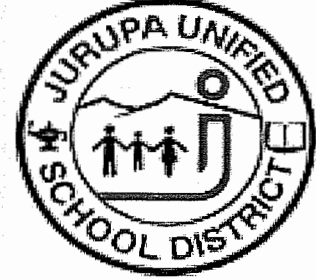
School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Sunnyslope Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Sunnyslope Elementary	District Name	Jurupa Unified
Street	7050 38th St.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-1334	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2781	Superintendent	Elliott Duchon
Principal	Gary Dixon	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	gary_dixon@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Sunnyslope Elementary is a site-based managed school that encourages shared decision making. This process brings staff, students, parents, and the community together in creating academic excellence, incorporating a desire for lifelong learning. Shared decision making promotes ongoing changes to provide an outstanding educational program.

Sunnyslope strives to provide a challenging and progressive curriculum for all students. Our mission is to ensure that every student, regardless of his or her cultural, ethnic, academic, and/or socioeconomic orientation, is successful. We prepare students for the future by providing technological training, social and academic skills relative to today's world. This combination of experiences enhances self-confidence and self-esteem in our students. Sunnyslope Elementary School believes that the students we educate will make positive contributions in the future.

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. The report card, to be issued annually by local school boards for each elementary and secondary school in the State, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

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As you read the School Accountability Report Card (SARC) for Sunnyslope Elementary School, you will find that what emerges is a picture of a school with a faculty that is professionally skilled and personally committed to meeting the needs of students. Also, you will see a student body that is motivated to perform to their highest potential.

Sunnyslope is a school where each and every child can experience daily success. Sunnyslope was named as a Distinguished California Elementary School in the Spring of 1993 by the State Department of Education. In March of 1998, Sunnyslope was named as the first Early Intervention for School Success Model School in the State of California. In addition to recognition in these areas, Sunnyslope is currently implementing the Technology 1510 and 1339 grants and is fully wired for Internet use. Sunnyslope Elementary offers: Exemplary programs, extended day opportunities for remediation and enrichment, extensive parent and family involvement programs, and strong community partnerships. This year, we will be recognized for a Title 1 Academic Achievement Award. In addition, our school qualified to apply for the California Distinguished Schools Grant. We scored a 7.9 out of 8.0 and received a visit on March 10, 2008. We will be notified in April if we were granted the Award.

Sunnyslope is one of sixteen K-6 elementary schools in the Jurupa Unified School District. Our school is located in an unincorporated suburban area. Sunnyslope's enrollment is approximately 740 students, including our preschool classes. We are the first school in the district to offer the Dual Immersion Program. We currently have two Dual Immersion Kindergarten classes. Sunnyslope has a culturally and linguistically diverse population with an ethnic representation of 82.3 percent Hispanic, 14.6 percent Anglo, 1.4 percent African American, 1.1 percent Asian, .3 percent American Indian or Alaska Native, and .2 percent Filipino. 70.2 percent of the students qualify for free or reduced lunch.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Corrine Ortiz

Contact Person Phone Number: 951 360-2781

Paula Acuna
PTA President

Kristi Batchelder
SSC Chairperson

Elizabeth Garcia
ELAC Coordinator

Corrine Ortiz
CBET Parent Workshop Coordinator

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	80	Grade 4	103
Grade 1	89	Grade 5	91
Grade 2	81	Grade 6	100
Grade 3	93	Total Enrollment	637

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Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	1.00%	White (Not Hispanic)	14.44%
American Indian or Alaska Native	0.78%	Multiple or No Response	0.16%
Asian	1.10%	Economically Disadvantaged	66.00%
Filipino	0.00%	English Learners	49.00%
Hispanic or Latino	82.00%	Students With Disabilities	7.00%

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06				2006-07			
	Number of Classrooms			Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19	5	--	17.3	6	--	--	20	4	--	--
1	17.5	4	--	19.7	6	--	--	17.8	6	--	--
2	19.8	4	--	18.2	5	--	--	16.2	5	--	--
3	28.3	--	3	20	5	--	--	18.6	5	--	--
4	30.5	--	2	33.3	--	--	3	33.7	--	--	--
5	27.3	--	3	33.3	--	1	2	29.3	--	3	--
6	31	--	3	33	--	--	3	32.7	--	1	2

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II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Sunnyslope Elementary School, in accordance with Senate Bill 187, has safe school strategies that include information of 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 Districts 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 School Site Council by March. This year the plan was presented, discussed and approved by our School Site Council on February 25, 2008. Mrs. Janet Edmondson, our Safety Committee Coordinator has also updated our Safe Schools Plan School Binder and has continuously informed staff of these updates.

Staff and students practice fire drills monthly. Disaster drills are held two times a year. Our district wide Disaster Drill was held on February 29, 2008 this year. Our site has emergency water, food supplies, first aid supplies, radios, lights, and tools for emergency situations.

We have also celebrated Red Ribbon Week and Yellow Ribbon Week with assemblies and special activities. A special Tobacco Free and Violence Free Assembly from Kaiser Permanente is scheduled for May of 2008.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.08%	0.04%	0.01%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Sunnyslope provides a safe, clean environment for learning. Our custodial staff includes a full-time day custodian and a half-time night custodian who perform basic cleaning operations daily in every classroom. Our office, library, rest room facilities, and multipurpose room are entirely adequate to support our instructional programs and are handicap accessible.

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School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems		x		
Windows/Doors/Gates (interior and exterior)		x		
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation		x		
Drinking Fountains (inside and outside)	x			
Restrooms		x		
Sewer	x			
Playground/School Grounds		x		
Roofs		x		
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

School Accountability Report Card

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	34	33	31	941
Without Full Credential	0	1	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,181.43	\$2,391.14	\$6,790.29	\$67,179.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	1%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-37%	-12%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Funds were spent for general education, special education, and State- and federally-funded special projects. In addition to State and local revenues received for general education, Sunnyslope also receives special State and federal funds for programs such as the School Improvement Program, Title 1 Program, (including a full time Resource Teacher) Gifted and Talented Education, Special Education, and the D.A.T.E. Program (Drug, Alcohol, Tobacco Education).

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	30%	32%	43%	28%	30%	33%	40%	42%	43%
Mathematics	44%	46%	51%	30%	32%	34%	38%	40%	40%
Science	8%	8%	23%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	41%	50%	22%
White (Not Hispanic)	53%	57%	27%
Male	38%	50%	26%
Female	47%	52%	20%
Economically Disadvantaged	41%	50%	23%
English Learners	30%	42%	15%
Students With Disabilities	14%	28%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	25%	25%	24%	30%	29%	34%	41%	42%	42%
Mathematics	38%	55%	56%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Hispanic or Latino	23%	55%
White (Not Hispanic)	33%	60%
Male	28%	50%
Female	22%	59%
Economically Disadvantaged	24%	60%
English Learners	15%	50%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	16.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	3	4	5
Similar Schools	5	5	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	36	26	27	765
Hispanic or Latino	40	25	35	757
White (Not Hispanic)	37	40	14	799
Economically Disadvantaged	40	24	41	760
English Learners	--	26	13	713

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	--	2004-2005
Year in Program Improvement	--	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Staff development is a major focus at Sunnyslope Elementary School. Three staff development days have been established with continued focus on the implementation of State standards. There is an emphasis on literacy and the teaching of phonics in the primary grades, as well as strategies to enhance class-size reduction. All teachers have the opportunity to attend individual conferences to enhance their knowledge and skills. All teachers are certified in CLAD and SDAIE to improve communication and instruction with limited English proficient students. Additionally, an instructional resource teacher provides peer-coaching opportunities in literacy for all teachers. This year, a third of the staff attended the Professional Learning Communities 4-day conference in Anaheim. Various teachers attended Math Portfolio workshops offered by the district in conjunction with RCOE (Riverside County Office of Education). Two teachers attended the Trainer of Trainers workshop for Step Up to Writing and offered staff development for the teachers. Teachers had the option to attend a Time Management for Teachers Workshop with Mr. Scott Purdy. Teachers also attended two Rigby/ELD workshops which led to a visit from a Rigby Consultant. Teachers had the opportunity to observe and reflect on a demonstration lesson. During their debriefing session, teachers had the opportunity to discuss correlations between Rigby and Houghton Mifflin, scheduling, and pacing. In addition, grade level teams met with our Data Consultant Greg Nelsen to analyze assessment data and discuss pacing guides, heavy-hitter standards, and released test items. Teachers were given Standards Plus notebooks and Dennis Parker's Strategic Schooling test preparation notebooks.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Troth Street Elementary School



2006-07
School Year

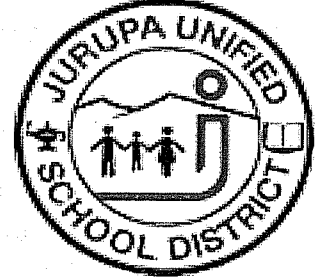
School Accountability Report Card

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Troth Street Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Troth Street Elementary	District Name	Jurupa Unified
Street	5565 Troth St.	Phone Number	(951) 360-4168
City, State, Zip	Mira Loma, CA 91752-2204	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2866	Superintendent	Elliott Duchon
Principal	Laz Barreiro	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	lbarreiro@jusd.k12.ca.us		

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School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission of the Jurupa Unified School District and Troth Street School is to create for our students a dynamic learning environment that is safe, healthy, and based on mutual respect, cooperation, and support among students, staff, parents, and the broader community.

Staff and parents serve as educators and positive role models for all students by helping them develop a sense of responsibility, character, creativity and the skills to become successful, productive citizens of our democracy.

Goals

As in all Jurupa schools, Troth Street School will develop an environment that is physically and emotionally safe and that promotes positive character traits.

As in all Jurupa schools, Troth Street will have parents and community actively participate in positive school and/or learning experiences.

As in all Jurupa schools, Troth Street School will help all students experience measurable success in any program.

As in all Jurupa schools, Troth Street School will increase the number of students eligible for college and other powerful post-secondary options.

As in all Jurupa schools, Troth Street School will increase the quality of interaction between teachers and students.

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As in all Jurupa Schools, Troth Street students will learn to live and work in a culturally diverse society where staff is representative of the cultures in the community.

School: Troth Street School
District Name: Jurupa Unified School District
Calendar: Traditional
Enrollment: K-6 = 900
Preschool = 25
Grade Levels Pre K, K-6

Brief description of the school and district conditions:

Troth Street School is a pre K-6, elementary school of 900 students, including SDC and 25 preschoolers. It is in a rural setting of single-family homes and small businesses in the unincorporated area of Mira Loma, west of Riverside, California.

Troth is the second oldest site in the Jurupa Unified School District and is the largest elementary school in the district. Every available space is utilized for classrooms. The Jurupa Unified School District has sixteen (16) elementary schools, three (3) middle schools, two (2) high schools, two (2) continuation high schools and a learning center with approximately 21,200 students. Approximately 73% of Jurupa's students are Hispanic with 21% white and 4% Afro-American.

The total of school and district minimum days is forty-one. There are 200 kindergarten instructional minutes provided, 180 minutes for preschool and an average of 300 instructional minutes for grades 1-6 daily.

Troth Street School has thirty-eight fully credentialed classroom teachers. Troth Street also has one reading coach, an elementary operations manager, two RSP teachers, one SDC teacher, one part-time psychologist, and a part-time nurse. Troth Street School has one three-hour health aide, seven instructional aides, and six bilingual language tutors. All teachers at Troth are authorized or in training to be authorized to work with EL students.

The class size is 20 to 1 at K-3 grades, and a maximum of 34 at 4th-6th grades. Thirty-three students are in the RSP program, 41 in the Language Specialist program, and 17 in the Special Day Class.

The student make-up is 93% Hispanic/Latino, 1% African American, 5% White and less than 1% other. 80% of the students qualify for free and reduced lunch.

All teachers have access to the Internet. Students have access to multiple computers in the classroom. Teachers are presently taking attendance through teacher-connect. A library is available to classrooms for 30 minutes per week.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Laz Barreiro

Contact Person Phone Number: 951-360-2866

Troth Street Elementary offers many opportunities for parent involvement through the PTA, School Site Council, and the English Learner Advisory Committee. All agendas and minutes of the meetings are disseminated in English and Spanish.

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Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	131	Grade 4	129
Grade 1	115	Grade 5	147
Grade 2	135	Grade 6	122
Grade 3	121	Total Enrollment	900

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	1.00%	Multiple or No Response	0.78%
Asian	0.11%	Economically Disadvantaged	83.00%
Hispanic or Latino	93.00%	English Learners	59.00%
Pacific Islander	0.44%	Students With Disabilities	7.00%
White (Not Hispanic)	4.89%		

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19.5	6	--	--	19.8	6	--	--	19	7	--	--
1	20	6	--	--	19.2	6	--	--	19.6	5	--	--
2	19.6	7	--	--	19.8	5	--	--	19.5	6	--	--
3	31.8	--	4	--	19.8	6	--	--	20	5	--	--
4	31	--	3	--	31.3	--	4	--	31.5	--	3	--
5	31	--	4	--	31.3	--	3	--	32	--	2	1
6	32	--	3	1	32	--	3	1	32.3	--	2	1

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II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Troth Street Elementary School provides a safe, clear, environment for learning. There have been no major occurrences of crime or vandalism involving students or teachers. 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, our own school custodians and Troth Street School's Emergency Plan.

Troth Street 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: Safety 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 in March. Our Site has emergency water and food supplies, blankets, first aid supplies, radios, flashlights, and tools recommended for disaster use.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.03%	0.02%	0.02%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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.

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School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)		x		
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)		x		
Restrooms		x		
Sewer		x		
Playground/School Grounds		x		
Roofs	x			
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary			x	

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	40	43	42	941
Without Full Credential	1	0	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,330.86	\$2,739.22	\$6,591.64	\$65,660.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	4%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-33%	-10%

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Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Last year, the total cost of operating the Jurupa Unified School District was about \$134.2 million or approximately \$6,319 per student. This included funds spent for general education, special education, and State and Federally funded special programs.

Services Offered: Transportation, instructional materials, Special Education, mentor materials, and language arts. Instructional resource teachers are services offered by Jurupa Unified School District. In addition to State and local revenues received for general education, Troth Street Elementary School also receives Federal and State funds for programs such as Title I; School Improvement; EIA/Bilingual; Gifted and Talented Education; Title VI; Safe and Drug-Free Schools; TUPE; and violence prevention.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	23%	26%	27%	28%	30%	33%	40%	42%	43%
Mathematics	39%	43%	41%	30%	32%	34%	38%	40%	40%
Science	6%	20%	12%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	--	--	--
Asian	--	--	--
Hispanic or Latino	26%	41%	11%
Pacific Islander	--	--	--
White (Not Hispanic)	32%	52%	--
Male	23%	38%	10%
Female	30%	45%	14%
Economically Disadvantaged	25%	41%	10%
English Learners	15%	32%	3%
Students With Disabilities	4%	13%	7%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	15%	13%	19%	30%	29%	34%	41%	42%	42%
Mathematics	38%	41%	49%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
Asian	--	--
Hispanic or Latino	19%	49%
Male	11%	42%
Female	26%	55%
Economically Disadvantaged	18%	50%
English Learners	9%	41%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	16.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	2	2	2
Similar Schools	3	5	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	35	32	-12	675
Hispanic or Latino	37	28	-11	672
Economically Disadvantaged	40	32	-12	669
English Learners	--	39	-8	653

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Staff development activities reflect a planned, focused, and coordinated program which addresses both individual and schoolwide goals. Staff members are involved in identifying areas of need and in establishing priorities. Staff development activities concentrate on improving the school program for students and upgrading the skills of the school staff in order to increase student achievement.

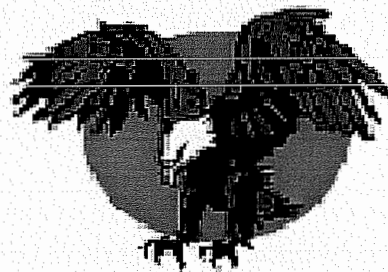
The district provided staff development days in the areas of language arts and math standards and assessments. In addition, Troth Street Elementary School provided and in-service in math and multicultural education.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Van Buren Elementary School



2006-07
School Year

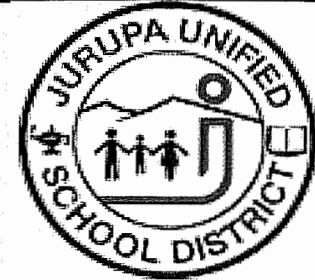
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Published During 2007-08



Van Buren Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Van Buren Elementary	District Name	Jurupa Unified
Street	9501 Jurupa Rd.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-3513	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2865	Superintendent	Elliott Duchon
Principal	Raul Espinoza	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	respinoza@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Mission Statement: Aiming high, both academically and socially, students at Van Buren Elementary School are empowered to succeed in a constantly changing, diverse world. Van Buren sets high expectations through integrated, balanced and progressive curricula, to ensure all students are effective communicators, technologically savvy, life-long learners, and productive citizens.

Van Buren school is located in one of several unincorporated communities served by the Jurupa Unified School District. As specified under the requirements of CPM, 10% of Economic Impact Aid (EIA) funding is allocated to provide high quality professional development, parent involvement, technical assistance, and teacher monitoring. Our school, under the NCLB AYP criteria has been identified as a Program Improvement school in year five. Van Buren serves 721 students in preschool through sixth grade. Our student population consists of 82% Hispanic or Latino, 14% White not Hispanic, and 3% African-American. Van Buren Elementary has 32 teachers. 100% of them are fully credentialed. Van Buren has 28 regular K-6 classes, one 4-6 SDC class, two state preschool classes, and one full-time Resource Specialist. All students on the Van Buren campus have access to the core curriculum, including RSP, SDC, Speech, GATE, and LEP students. The curriculum is guided by the California State Standards. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns including, but not limited to, small group and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Josefina M. Castro

Contact Person Phone Number: (951) 360-2865

A collaborative partnership among teachers, parents, students, and the community is the cornerstone to Van Buren's determination that no child will be left behind in the pursuit of life-long learning and future achievement. Parent meetings are held quarterly at every grade level. Teachers discuss standards; providing instructions and materials to parents to enable parents to work more effectively with their children. Parent meetings are held to obtain parent input regarding programs, such as GATE and English learner programs. A teacher/parent/student compact is reviewed, edited, distributed, and signed by parents, students, and teachers yearly. Our School Site Council, reflecting appropriate parody, has the opportunity to discuss topics such as parent involvement school programs, special events, and school policies. Van Buren's English Language Advisory Committee (ELAC) affords parents opportunities to become involved, provide input, and voice concerns about programs. School written communications are provided in English and Spanish. Van Buren employs a full-time Parent Outreach Worker that establishes and maintains communication between home and school. The Outreach Worker collaborates with teachers to assist in planning parent workshops, CBET classes and translating.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	99	Grade 4	95
Grade 1	104	Grade 5	110
Grade 2	97	Grade 6	102
Grade 3	89	Total Enrollment	696

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	3.00%	Multiple or No Response	0.72%
Asian	0.29%	Economically Disadvantaged	71.00%
Filipino	0.00%	English Learners	47.00%
Hispanic or Latino	82.00%	Students With Disabilities	8.00%
White (Not Hispanic)	14.08%		

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	19.2	5	--	--	18	5	--	--	20	5	--	--
1	19.5	4	--	--	19.8	4	--	--	20	5	--	--
2	19	5	--	--	20	4	--	--	20	3	--	--
3	30.3	--	3	--	20.3	3	1	--	18.8	4	--	--
4	30.3	--	3	--	34	--	--	3	30	--	3	--
5	32.7	--	1	2	34	--	--	2	33.7	--	--	3
6	32.7	--	1	2	32	--	2	1	34	--	--	3

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Van Buren, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: Safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Sections 48900, 48915, and 49079; the District 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.

Teachers and students are fully aware of procedures to be followed in case of fire or other disasters. Fire drills are held each month to make sure that students know how to evacuate their classrooms and other school buildings in the unlikely event of a fire. In case of serious disaster, Van Buren has developed an emergency/disaster plan to help ensure that students are kept safe. District-wide disaster drills are held twice a year in order to keep staff and students aware of procedures for evacuation, assisting injured students, and reuniting parent and children.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.11%	0.03%	0.03%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)		x		
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)		x		
Restrooms		x		
Sewer	x			
Playground/School Grounds		x		
Roofs	x			
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	30	32	32	941
Without Full Credential	1	1	1	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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Published During 2007-08

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,113.70	\$2,987.10	\$6,126.60	\$63,450.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	7%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-24%	-6%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Additional funding through State and Federally funded school Improvement programs assist the school in providing additional educational opportunities and services for the students at Van Buren. Services available include: Extended Learning Opportunities (ELO) program, tutoring, special education; bus transportation; instructional materials; Drug, Alcohol and Tobacco Abuse Education; Gifted and Talented Education; Title III, Title VI, Economic Impact Aid-Bilingual, Mentor Teacher, staff development, school improvement, technology training for teachers, and counseling.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	27%	30%	31%	28%	30%	33%	40%	42%	43%
Mathematics	40%	44%	47%	30%	32%	34%	38%	40%	40%
Science	18%	31%	25%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	27%	44%	20%
White (Not Hispanic)	47%	62%	47%
Male	27%	44%	24%
Female	34%	51%	26%
Economically Disadvantaged	28%	46%	19%
English Learners	16%	38%	9%
Students With Disabilities	8%	8%	--

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	11%	27%	19%	30%	29%	34%	41%	42%	42%
Mathematics	33%	46%	47%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	16%	47%
Male	12%	46%
Female	24%	47%
Economically Disadvantaged	18%	45%
English Learners	14%	47%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	11.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	3	3	3
Similar Schools	5	5	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	26	18	25	728
Hispanic or Latino	30	18	31	713
White (Not Hispanic)	37	13	3	793
Economically Disadvantaged	26	16	38	716
English Learners	--	13	33	681

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

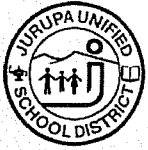
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

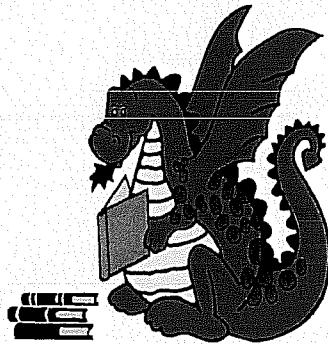
Professional development opportunities are offered to Van Buren staff to keep up with best research based teaching practices. Leadership Team (instructional staff and school administrators) analyzes student data from CSTs, TOSs, and other classroom performance indicators to determine areas where instructional practices need to be strengthened. Evaluations of the effectiveness of the previous year's staff development activities are also reviewed. Individually, teachers identify strategies they'd like to add to their repertoires, and are offered opportunities for input regarding staff development offerings for school staff. From the data, professional development priorities are established, with activities planned to meet those needs.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

West Riverside Elementary School



2006-07
School Year

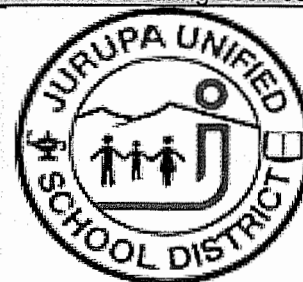
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Published During 2007-08



West Riverside Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	West Riverside Elementary	District Name	Jurupa Unified
Street	3972 Riverview Dr.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-6611	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 222-7759	Superintendent	Elliott Duchon
Principal	Terri Stevens	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	tstevens@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Motto: Be the Best at West

Mission Statement

We, the West Riverside Elementary School Team, consisting of students, parents, teachers, administrators and the community, are committed to providing a positive safe learning environment where each individual can achieve his/her maximum potential through a policy of high expectations where esteem and respect are nurtured and supported by a structured and consistent schoolwide program.

Vision Statement

West Riverside students are intrinsically motivated, independent learners. Rigorous academic standards are aligned with instruction, materials, professional development, and assessments to ensure student success with cognitive skills. Detailed, data-driven focus aids in the examination of program effectiveness, school safety, and learning opportunities to provide a supportive, exemplary learning environment for all students. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to West Riverside's determination that no child will be left behind in the pursuit of life-long learning and future achievement.

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West Riverside Elementary School is located at 3972 Riverview Dr. in the unincorporated area of Riverside County. The area is composed of low income housing and apartments in a suburban area.

West Riverside is one of sixteen elementary schools in the Jurupa Unified School District. The Jurupa Unified School District serves more than 20,000 students in grades kindergarten through twelve. Established in 1963, our school district includes 16 elementary schools, 3 middle schools, 2 comprehensive high schools, a continuation high school, an adult school and a special needs school. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence.

The first school in the Jurupa area was built in 1856 on the site now occupied by West Riverside Elementary. The current buildings were erected in 1949. The building housing the main office, nurses office and teachers lounge was built in 1990. West Riverside has an enrollment of 766 students in kindergarten through sixth grade. The student population consists of 93% Hispanic; 1% African American; 4.57% Anglo; and the remaining 1% is made up of Asian, Filipino and Pacific Islander. The transiency rate is currently 21%. Ninety percent of our students qualify for free or reduced lunch. Sixty-three percent of our students are English language learners.

Two Preschool and two Headstart classes are located on our campus. Up to twenty-four students attend each session. Each class is staffed with a teacher and an aide. Numerous parent helpers volunteer in these classrooms. Preschool and Headstart emphasize both developmental skills and pre-kindergarten academic readiness skills as part of their curriculum.

West Riverside continues to experience an increasing population of English language learners. To address this issue, the District has placed an emphasis on having teachers that are fully qualified to teach ELD and SDAIE at West Riverside. Every teacher at West Riverside possesses CLAD, BCLAD or comparable authorization.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Terri Stevens

Contact Person Phone Number: 951-222-7759

Parents are afforded opportunity to discuss and information about West Riverside's PI status, Title I programs, GATE programs, EL programs and options, and all other educational programs.

Parent meetings provide English-speaking and Spanish-speaking parents information to help their children at home.

CBET class provides English training and instruction support for parents, which enables them to tutor West Riverside students.

Parents are invited to participate in literacy and math trainings.

The National Standards for Parent/Family Involvement Programs guides parent participation.

Regular, two-way communication between the school and home is provided in both English and Spanish.

Quarterly newsletters provide information to parents regarding working with your child's teacher, ways to help your child with homework, and working with the school.

Parenting classes will be made available to parents.

Parents are encouraged to participate in SSC, ELAC, and other organized activities to review current school programs, voice concerns, and make recommendations.

Purchase incentives and materials/supplies/hardware/software to insure student mastery of the standards and promote parent/ teacher/student communication.

Budget Rational: Funds will be provided for parent involvement to increase student achievement and meet the needs of students.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	115	Grade 4	109
Grade 1	112	Grade 5	97
Grade 2	105	Grade 6	112
Grade 3	116	Total Enrollment	766

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Reported for School Year 2006-07

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Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	1.00%	Multiple or No Response	0.13%
American Indian or Alaska Native	0.13%	Economically Disadvantaged	82.00%
Asian	0.78%	English Learners	63.00%
Hispanic or Latino	93.00%	Students With Disabilities	12.00%
White (Not Hispanic)	4.57%		

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	17.4	8	--	--	18.9	7	--	--	19	6	--	--
1	18.2	6	--	--	17.7	6	--	--	18.7	6	--	--
2	19.2	6	--	--	19.7	6	--	--	18.4	5	--	--
3	26.7	--	3	--	19.4	5	--	--	19.2	5	--	--
4	32.3	--	1	3	32.3	--	1	2	33	--	1	--
5	33	--	1	2	29.3	--	3	--	30.5	--	2	--
6	29.5	--	4	--	31.3	--	3	--	32.3	--	2	1

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The school safety plan is reviewed and updated annually by the school safety coordinator and administration. It is presented to the School Site Council for review and approval each year. Staff members are kept abreast of changes and understand their individual roles in response to an emergency situation.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.04%	0.08%	0.08%	0.21%	0.22%	0.24%
Expulsions	0.00%	0.00%	0.01%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Safety and fire inspections are completed annually to ensure that school grounds, buildings, and restrooms are clean and safe. Routine maintenance occurs on an on-going basis, and non-routine maintenance occurs as needed.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems		x		
Windows/Doors/Gates (interior and exterior)		x		
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)		x		
Pest/Vermin Infestation		x		
Drinking Fountains (inside and outside)		x		
Restrooms		x		
Sewer	x			
Playground/School Grounds	x			
Roofs		x		
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary			x	

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	40	40	38	941
Without Full Credential	0	0	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

No Data Available

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading: A Legacy of Literacy (2003) adopted June 2004	0
Mathematics	Houghton Mifflin Mathematics (2002) adopted June 2001	0
Science	Harcourt Science (2001) Prentice Hall: Focus on Science (2001)	0
History-Social Science	Houghton Mifflin History-Social Science (2007) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,271.35	\$2,695.41	\$6,575.94	\$66,252.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	3%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-33%	-11%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to state and local funds, West Riverside Elementary School receives special state and federal funds for programs such as our School Improvement Program, Gifted and Talented Education, Title I, Title III, and CBET.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	23%	30%	31%	28%	30%	33%	40%	42%	43%
Mathematics	43%	48%	47%	30%	32%	34%	38%	40%	40%
Science	13%	14%	24%	13%	23%	28%	27%	35%	38%
History-Social Science	--	--	--	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	--	--	--
Asian	--	--	--
Hispanic or Latino	30%	48%	24%
White (Not Hispanic)	42%	50%	--
Male	33%	50%	34%
Female	30%	45%	15%
Economically Disadvantaged	31%	47%	23%
English Learners	20%	39%	8%
Students With Disabilities	19%	31%	0%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	27%	17%	20%	30%	29%	34%	41%	42%	42%
Mathematics	44%	56%	40%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
Hispanic or Latino	20%	40%
Male	19%	32%
Female	21%	50%
Economically Disadvantaged	17%	40%
English Learners	20%	35%
Students With Disabilities	6%	29%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	16.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

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API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	2	3	4
Similar Schools	5	9	9

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	55	23	16	731
Hispanic or Latino	52	20	20	729
Economically Disadvantaged	58	20	14	725
English Learners	--	18	20	710

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

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Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	--	2004-2005
Year in Program Improvement	--	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

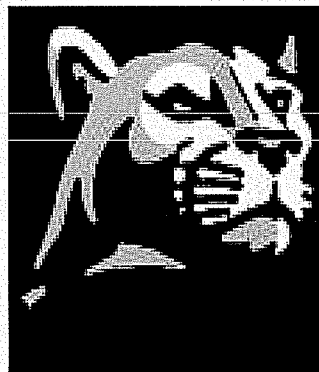
School administrators, teachers, and paraprofessionals attend district and site-based professional development activities, as well as outside conferences and trainings relevant to current curriculum and instructional programs. Research-based instructional strategies are utilized in daily classroom instruction. Weekly grade-level meetings are opportunities for teachers to discuss and plan effective instructional activities. An educational consultant also provides support to teachers during the school year.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Jurupa Middle School



2006-07
School Year

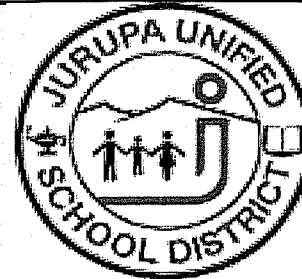
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Jurupa Middle



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I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Jurupa Middle	District Name	Jurupa Unified
Street	8700 Galena St.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-3228	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2846	Superintendent	Elliott Duchon
Principal	Walt Lancaster	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	wlancaster@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Jurupa Middle School (JMS), home of the Panthers serves the central portion of the Jurupa Unified School District in an unincorporated area located in western Riverside County. JMS is home to just over 1,100 students in grades 7 and 8. JMS is the oldest of the three middle schools serving the Jurupa Unified School District.

JMS offers a comprehensive middle school program designed to meet the intellectual, social, and emotional needs of middle school students transitioning into a comprehensive high school program. The curriculum provides all students with instruction in the areas of English, reading, math, science, social studies, and physical education. A variety of electives are offered including AVID, art, band, chorus, video production, yearbook, study skills, and exploratory classes. We also offer assistance after school through the at-risk intervention program "ThinkTogether," which provides homework help and curriculum support.

Students who qualify for special programs or services are serviced via our Gifted And Talented Education program, Resource Specialist Program, and Special Day Class program. Students who require extra assistance in acquiring English as a second language are serviced through our English Language Development Program.

JMS Mission Statement: Jurupa Middle School empowers students to achieve personal excellence.

Vision Statement: Jurupa Middle School is a community of learners
a. Staff members utilize current best practices to promote success for all students

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- b. Staff members provide a caring and safe environment where all students can learn
- c. Staff members work collaboratively to build collegiality through teamwork
- d. Interventions are in place and subject to periodic re-evaluation and improvement.
- e. A positive environment fosters learning in every classroom.
- f. Students are focused, actively involved, motivated, and excited.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Magdalena Monge

Contact Person Phone Number: 951-360-2846

The state, district and school recognizes the importance of including parents as partners in the education of their children. A number of policies and programs are in place to encourage participation, train parent leaders and keep parents informed through: school-parent compacts, parent meetings and timely effective parent notices and training.

All program improvement plans include an Action Step that involves Parents, Teachers, and Students. Parents are kept informed of student progress through a variety of methods. This has been an ongoing goal to increase parent-teacher communications. Most school information is available in Spanish. Establishing a partnership between school, home, and community has been a priority, as seen in our efforts with the following programs: Healthy Start, PTA, Think Together, ELAC, Homework Club, and Community Based English Tutoring (CBET).

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Grade 7	582	Total Enrollment	1123
Grade 8	541		

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	4.00%	White (Not Hispanic)	25.38%
Asian	1.60%	Multiple or No Response	0.27%
Filipino	1.00%	Economically Disadvantaged	60.00%
Hispanic or Latino	68.00%	English Learners	27.00%
Pacific Islander	0.45%	Students With Disabilities	9.00%

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Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	27.7	7.0	34.0	7.0	26.9	13.0	30.0	5.0	25	15.0	32.0	5.0
Mathematics	28.9	1.0	33.0	4.0	28.7	4.0	28.0	4.0	30	4.0	15.0	21.0
Science	30.1	2.0	24.0	10.0	30.3	2.0	17.0	16.0	30	4.0	14.0	18.0
Social Science	29.2	2.0	33.0	2.0	28.9	4.0	26.0	6.0	30	4.0	16.0	16.0

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Jurupa Middle School as a result of the Williams case and in accordance to legislation adopted in August 2004: Senate Bill (SB)550, Assembly Bill (AB)1550, AB 2727, AB 3001, to provide public school students:

- A. Equal access to instructional materials
- B. Safe and decent school facilities
- C. Qualified teachers to provide instruction

JMS conducted a self-review survey to assess current conditions and implement changes if needed. The results are reported annually in its School Accountability Report Card (SARC). The following elements were reported:

- 1. The overall condition of facilities.
- 2. The number of missassignments and/or vacancies.
- 3. The availability of textbooks and/or instructional materials.

The JMS also provided and included information in its Student Agenda Planners. The agenda planners are given to each student during registration and is part of the enrollment packet. The planners are a quick reference tool for students and parents to get information on the following:

- 1. Safe school elements including school and bus rules.
- 2. Suspension and expulsion policies pursuant to Education Code 48900, 48900.2, 48900.3, 48900.4, and 48900.7.
- 3. JMS Dress Code Guidelines.
- 4. JMS' Policies and Procedures A TO Z are listed in the Agenda planner.
- 5. District Compliant Resolution Process.
- 6. Uniform Compliant Procedure.

Jurupa Middle as part of its safety procedures; has developed an comprehensive Emergency Disaster Preparedness Plan that includes the following:

- 1. Employees receive and review plan annually.
- 2. Monthly drills are conducted with students and staff.
- 3. Participates in the district wide disaster drill

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conducted annually.

4. This plan is updated, submitted for review and approval to the School Site Council.

A copy of the California School Safety & Emergency Preparedness notebook is maintained in the Main Office of JMS. It is used for reference through-out the school year as well as the JMS Emergency Disaster Preparedness Plan binder.

SCHOOL CLIMATE

El personal de Jurupa Middle se esfuerza por proporcionar un ambiente de disciplina y a la vez estimulante para todos los alumnos.

Jurupa Middle School fosters a climate for learning, uses assertive discipline strategies, and rewards students for positive behavior through:

- 1.Proud Panther Coupons- Used by any staff member to reward students positive behavior, attitude, and/or academic achievement on a daily basis. Coupons are daily for rewards.
- 2.Student of the Week- One teacher per week recognizes a student for positive attitude, behavior, and/or scholarship.
- 3.Student of the Month- Recognize and reward a student selected from the student of the week list.
- 4.Student of the Year-Recognition and reward a student selected from the student of the week and month lists.
- 5.Proud Panther Assemblies and Dances-.Students who have maintained a positive behavior and academic achievement for a specified period of time.
- 6.Honor Roll- Identifies students who have achieved and maintained a grade point average (GPA)of 3.5 or haigher.
- 7.Turkey Trot- One of several seasonal running competitions where students are recognized with rewards. (In this case students win a frozen turkey for Thanksgiving).
- 8.Recognition or English Language Learners who have advanced to the next English proficiency level.
- 9.Awards Assembly (evening program)- Eighth grade students are recognized for academic performance, visual and fine arts attainment, improvement in academic achievement, and exemplary service to the school and community.
- 10.Awards Acknowledgment for English Language Learners who have met the rigorous academic criteria to be reclassified from limited to English Proficient.
- 11.JMS/TV continues to provide and expand its daily dose of positive motivation for an encouraging learning environment.

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Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.31%	0.36%	0.44%	0.21%	0.22%	0.24%
Expulsions	0.01%	0.01%	0.02%	0.03%	0.01%	0.01%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 accessed 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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	42	43	45	941
Without Full Credential	4	2	1	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98.4%	1.6%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Academic Counselor
Academic Counselor	3.0	374

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall: Timeless Voices, Timeless Themes (2002) adopted June 2004	0
Mathematics	Prentice Hall: Pre-Algebra, (2002), Algebra (2002) adopted June 2001	0
Science	Prentice Hall: Focus on Science (2001)	0
History-Social Science	Holt: History-Social Science (2006) adopted June 2006	0
Foreign Language		NA
Health		NA
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,734.29	\$2,249.84	\$6,484.45	\$64,689.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	5%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-31%	-8%

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Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The following are some of the services funded through state and federal grants and entitlements.

Funds are budgeted for classroom instruction as well as support services, including transportation, food, health, and personnel services, instructional materials, equipment, maintenance and operations. Title I & III, State Textbooks and Instructional Materials, Gifted and Talented (GATE), English Language Learners (ELL), School Improvement (SIP), Economic Impact Aid (EIA), Tobacco-Use Prevention Education (TUPE), Safe and Drug-Free Schools and Communities (SDFSC) and Immediate Intervention of Underperforming Schools Program (IIUSP) were some of the educational programs funded.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	35%	35%	40%	28%	30%	33%	40%	42%	43%
Mathematics	34%	32%	30%	30%	32%	34%	38%	40%	40%
Science	--	31%	41%	13%	23%	28%	27%	35%	38%
History-Social Science	21%	26%	31%	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	47%	29%	41%	53%
Asian	41%	41%	--	--
Filipino	91%	73%	--	--
Hispanic or Latino	33%	27%	33%	23%
Pacific Islander	--	--	--	--
White (Not Hispanic)	56%	37%	59%	44%
Male	36%	31%	45%	33%
Female	44%	29%	36%	28%
Economically Disadvantaged	32%	26%	36%	25%
English Learners	12%	14%	15%	7%
Students With Disabilities	5%	8%	4%	6%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	37%	39%	43%	30%	29%	34%	41%	42%	42%
Mathematics	45%	47%	50%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	41%	47%
Asian	--	--
Filipino	--	--
Hispanic or Latino	38%	45%
Pacific Islander	--	--
White (Not Hispanic)	58%	63%
Male	38%	51%
Female	49%	50%
Economically Disadvantaged	35%	42%
English Learners	20%	26%
Students With Disabilities	15%	14%

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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
7	22.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	3	4	4
Similar Schools	2	5	2

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	41	-1	42	723
Hispanic or Latino	33	-1	47	693
White (Not Hispanic)	55	-3	47	792
Economically Disadvantaged	51	-3	52	686
English Learners	--	16	49	650

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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The staff at Jurupa Middle has demonstrated outstanding commitment to students by their active participation in developing programs, lessons, and instructional materials based on state standards. The goal of the school staff is to provide equal access to the curriculum and to all programs without regard to gender, language differences, or handicap. To this end, JMS is following the state guidelines for the alignment of our instructional program with state standards and academic content frameworks. Staff members use the framework of the regular instructional programs and are providing support services to special student populations.

The instructional program is based on all state blueprints/power standards which include:

1. The California State Standards in all content area for all grade levels are provided to each teacher.
2. Reading/Language Arts, Mathematics, Science and Social Studies standards serve as a framework for directing school goals, objectives and expected learning outcomes towards essential standards mastery.
3. The standards are used to articulate curriculum and learning expectations from grade level to grade level.
4. Implement curriculum assessments aligned to blueprints/power standards to determine student progress.
5. Teachers work cooperatively to streamline instructional units to address state blueprints/power standards.
6. Establish a data analysis process to be used to improve instruction and provide timely interventions when needed.
7. Grade level department teams will use standards-based common assessments and implement the data team process to evaluate data on student progress as well as assess the validity and reliability of test questions.
8. Correlation of on-going staff development and student achievement by utilizing the Professional Learning Community practices of collaboration and analyzing student data to drive instruction that will improve student mastery of blueprint/power standards.

Leadership

Jurupa Middle School's Leadership team is comprised of the principal, department chairs, and interested teachers. The group meets twice a month to provide guidance for the instructional program. They are responsible for planning the staff development and communicating with the faculty about changes in curriculum and instructional focus. The leadership team provides guidance and suggestions for developing the Single Plan for Student Achievement (SPSA). The SPSA describes how the school will use its categorical funding to support a standards-based instructional program for all learners. Services for special needs students are integrated into our comprehensive school planning. Special education students (RSP) are mainstreamed a majority of the school day while Special day class (SDC) students are scheduled according to their Individual Education Plans. In both cases, students receive ongoing assistance to be successful throughout the instructional day. English Language Learners (ELL) receive primary language support from the Bilingual Language Tutor (BLT) assigned to the classroom and obtain specially designed academic instruction (SDAIE) in English by their content area teacher as mandated by law.

Both academic success and English language development are goals within our Structured Immersion (SEI) program.

Professional Development

The staff of Jurupa Middle School is encouraged to participate in a variety of staff development activities during the course of the year. The range of activities can include; professional conferences, workshops, seminars, and college/university classes. Teachers can also attend optional staff development days offered throughout the school year. Minimum days are also used for staff development, collaboration, and instructional planning and are scheduled twice a month during the school year. The primary goal for staff participation in professional development activities is to improve instruction within the classroom and thereby raise the level of student achievement.



JURUPA UNIFIED SCHOOL DISTRICT

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Mira Loma Middle School



2006-07
School Year

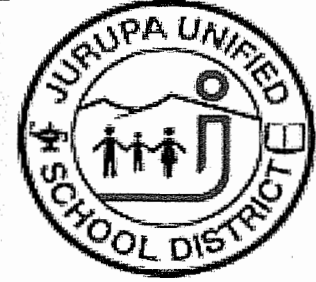
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Mira Loma Middle



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Mira Loma Middle	District Name	Jurupa Unified
Street	5051 Steve St.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2883	Superintendent	Elliott Duchon
Principal	Cindy Freeman	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	cfreeman@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Mission Statement:

Mira Loma Middle School values students as developing individuals in need of care, support, and opportunity in order to achieve academic excellence, reach their full potential, and expand their vision for the future.

School Vision and Collective Commitments:

The Mira Loma Middle School team consists of a dedicated staff, enthusiastic and hardworking students, and involved parents and community members. The team is committed to providing the BEST education for all students. In order to advance our shared vision of an exemplary school, we will:

Create and maintain a positive and caring learning environment that promotes intellectual curiosity, encourages creativity, and gives each learning community member a sense of belonging.

Encourage open communication, respect, and mutual support.

Closely monitor student achievement and proactively intervene when students need extra support.

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Provide opportunities to learn about and appreciate the unique and individual differences of our multi-cultural world.

Provide a safe, challenging, and supportive learning environment that ensures a positive and healthy atmosphere for our students.

Recognize students for striving toward academic success and exemplary citizenship.

Reward and recognize students who improve and progress toward their academic goals.

Make learning fun and celebrate accomplishments.

Mira Loma Middle School is located in one of several unincorporated communities served by the Jurupa Unified School District, a growing district of over 20,000 students. Mira Loma is one of three middle schools in JUSD with grades seven and eight. Established in 1963, our school district has 16 elementary schools, 3 middle schools, 2 comprehensive high schools, a continuation high school, and an adult school. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence.

Our students come primarily from an area of low to moderate income that is semi-rural in nature. It is a growing area with both new single-family housing and new apartments being added to an older established residential community. Mira Loma Middle services about 1100 students with 78% Hispanic, 19% Anglo, and 3% other. We receive students from six different elementary feeder schools. About 69% of our students receive free or reduced lunch and about 39% of our students are learning English as a second language. Of the population we serve, 10% are students with disabilities and 12% are identified as gifted and talented.

Mira Loma's staff consists of forty-four regular education teachers, three special day class teachers, and three resource specialist teachers. All of our teachers are fully credentialed. Over 80% of our teachers have advanced graduate degrees and over half have more than ten years of teaching experience. In addition to our fine teaching staff, Mira Loma employs three school counselors, a part-time speech and language specialist, a part-time nurse, part-time school psychologist, special education instructional aides, bilingual language tutors, four secretaries, two half-time bilingual clerks, full-time library clerk and an instructional aide who specifically works with EIA students in the area of reading. In addition, we have four custodians, campus and activity supervisors, cafeteria staff, and two administrators.

Our campus is organized into teaching teams. Each group of teachers share common students and have common preparation periods to meet with parents, discuss curriculum and instruction, and to collaborate to foster student success. Students take classes in math, science, language arts, social studies, physical education and some type of intervention or elective class. Students who are struggling to meet grade level standards are placed in reading or math tutorials for their elective class. Those students who are in GATE or are high achieving, we offer engaging elective classes that both challenge and interest them. We have a rich exploratory/elective program that includes band, choir, computers, journalism, yearbook, video production, and personal/social responsibility classes.

Learning Academy classes before school, after school, or on Saturdays give extra learning opportunities for students who need additional academic support outside the regular school day. The District offers summer programs as an additional learning program. Our students attend school for the state required 54,000 instructional minutes. We annually schedule up to 31 minimum days occurring mostly on Wednesdays to be used for staff development and staff collaboration on curriculum standards and instructional strategies.

Mira Loma Middle School opened in 1995 on a large, well-landscaped campus. Our campus includes a large well stocked library with a mini-computer lab open to all students, an additional modern on-line computer lab located in a classroom, four fully equipped science lab classrooms, locker rooms, a large physical education field, a large multi-purpose room, food service facilities with a covered eating area, a separate administrative building, and a covered basketball pavilion. All classrooms are wired to a site/District file server with Internet abilities. Every classroom is equipped with an LCD projector, an eight foot screen, DVD and video players, and surround sound systems. ELA classes have 6-9 computers dedicated for student use. All academic classes integrate educational technology into daily instruction. Every student is taught how to do a powerpoint presentation, conduct research using internet resources, interact with digital curriculum, participate in virtual dissections, and other educational technology tools.

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Reported for School Year 2006-07

Published During 2007-08

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Cindy Freeman

Contact Person Phone Number: (951) 360-2883

There are many opportunities for parents to be involved at Mira Loma Middle School. Parents are encouraged to join the Booster Club and volunteer on campus. Parents also serve on our ELAC and SSC committees. We also have an annual parent barbeque where students can invite their parents to lunch.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Grade 7	577	Total Enrollment	1124
Grade 8	547		

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	1.00%	White (Not Hispanic)	19.57%
American Indian or Alaska Native	0.18%	Multiple or No Response	0.36%
Asian	0.44%	Economically Disadvantaged	66.00%
Filipino	0.00%	English Learners	39.00%
Hispanic or Latino	78.00%	Students With Disabilities	9.00%
Pacific Islander	0.27%		

Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	25.9	13.0	21.0	12.0	26.8	14.0	17.0	15.0	26	19.0	13.0	18.0
Mathematics	29.8	4.0	14.0	19.0	29	9.0	14.0	17.0	29	9.0	10.0	23.0
Science	30.6	1.0	20.0	16.0	32	2.0	8.0	22.0	33	2.0	5.0	28.0
Social Science	30.6	3.0	15.0	17.0	32.3	1.0	9.0	23.0	33	2.0	3.0	28.0

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Mira Loma Middle 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 Districts 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. A School Discipline and Safety Committee comprised of students, parents, and staff meets each spring to focus on school needs.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.52%	0.78%	0.60%	0.21%	0.22%	0.24%
Expulsions	0.02%	0.02%	0.02%	0.03%	0.01%	0.01%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 Districts Deferred Maintenance Plan is accessed 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.

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems		x		
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)		x		
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs		x		
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	45	47	49	941
Without Full Credential	3	2	1	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Academic Counselor
Academic Counselor	3.0	374

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Reported for School Year 2006-07

Published During 2007-08

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall: Timeless Voices, Timeless Themes (2002) adopted June 2004	0
Mathematics	Prentice Hall: Pre-Algebra, (2002), Algebra (2002) adopted June 2001	0
Science	Prentice Hall: Focus on Science (2001)	0
History-Social Science	Holt: History-Social Science (2006) adopted June 2006	0
Foreign Language	N/A	N/A
Health	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,398.05	\$2,304.12	\$7,093.93	\$70,602.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	-4%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-44%	-18%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Gifted and Talented Education (GATE), Field trips, EL Parent Nights, ESL classes, AVID tutors school wide, implementing AVID strategies school wide.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	29%	30%	35%	28%	30%	33%	40%	42%	43%
Mathematics	22%	24%	31%	30%	32%	34%	38%	40%	40%
Science	--	30%	39%	13%	23%	28%	27%	35%	38%
History-Social Science	17%	15%	26%	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	28%	11%	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31%	28%	34%	22%
Pacific Islander	--	--	--	--
White (Not Hispanic)	51%	44%	55%	39%
Male	31%	31%	40%	27%
Female	39%	30%	38%	25%
Economically Disadvantaged	30%	26%	33%	22%
English Learners	13%	15%	13%	10%
Students With Disabilities	4%	4%	2%	2%

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Reported for School Year 2006-07

Published During 2007-08

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	32%	36%	40%	30%	29%	34%	41%	42%	42%
Mathematics	43%	41%	47%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	38%	45%
Pacific Islander	--	--
White (Not Hispanic)	49%	56%
Male	38%	48%
Female	42%	46%
Economically Disadvantaged	37%	42%
English Learners	22%	30%
Students With Disabilities	11%	11%

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Reported for School Year 2006-07

Published During 2007-08

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
7	23.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	3	3	3
Similar Schools	2	5	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	29	7	35	708
Hispanic or Latino	28	10	43	692
White (Not Hispanic)	29	21	22	764
Economically Disadvantaged	33	8	36	682
English Learners	--	20	25	644

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Mira Loma Middle School staff is encouraged to participate in professional development activities. Some of these activities include professional conferences, workshops, and seminars. We also use our minimum days for both teacher collaboration and staff development. The goal of professional development is to improve instruction in the classroom.



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Mission Middle School



2006-07
School Year

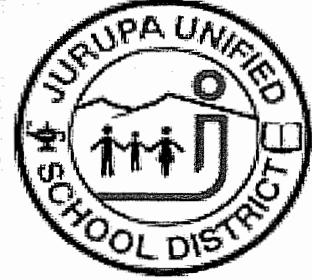
School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Mission Middle



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Mission Middle	District Name	Jurupa Unified
Street	5961 Mustang Ln.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-4260	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 222-7842	Superintendent	Elliott Duchon
Principal	Luz Mendez	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	lmendez@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

School Mission Statement

Our mission is to develop in all students the skills, abilities, and attitudes necessary to achieve success in academic and social responsibility.

School Vision

The vision of Mission Middle School is to be an exemplary school. We will have a clear sense of goals necessary to achieve success in academics and social responsibility. All stakeholders in the learning community will contribute to accomplish the goals and standards to make this vision a reality and success.

Mission Middle School is a 7-8 grade traditional calendar school, which serves approximately 1100 students. The student population is 80% Hispanic, 12% White, 5% African American, 1% Asian, and 1 other. 36% of the students are English Learners. 10% are in Special Education. Mission Middle School provides services to 95 Special Education students. 75% are in the free or reduced lunch program. There is a mobility rate of 15%. The average parent education is 2.05 (high school graduate).

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Lorraine Sanchez

Contact Person Phone Number: 951 222-7842

Mission Middle School provides various opportunities for parents to participate and become involved with school activities.

SSC,ELAC,DAC,affords parents the opportunity for input into various school and district programs and policies.

Classes supported by CBET afford parents the opportunity for parents to develop strategies and techniques to assist their children in support of student classwork/homework.

Parenting classes in leadership skills to be used at home as well as in the school setting in order to support their children's academic efforts are also offered.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Grade 7	559	Total Enrollment	1123
Grade 8	564		

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	5.00%	White (Not Hispanic)	12.02%
American Indian or Alaska Native	0.36%	Multiple or No Response	0.27%
Asian	1.07%	Economically Disadvantaged	75.00%
Filipino	1.00%	English Learners	36.00%
Hispanic or Latino	80.00%	Students With Disabilities	10.00%
Pacific Islander	0.27%		

School Accountability Report Card

Reported for School Year 2006-07

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Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	26.7	10.0	33.0	5.0	26.4	9.0	31.0	5.0	30	2.0	24.0	15.0
Mathematics	28.6	5.0	22.0	9.0	28.6	5.0	24.0	12.0	32	1.0	15.0	19.0
Science	29.1	1.0	27.0	8.0	28.7	5.0	23.0	9.0	29	4.0	18.0	15.0
Social Science	29.3	3.0	28.0	10.0	28.5	5.0	29.0	8.0	31	3.0	20.0	17.0

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Our Safe Schools Plan, developed by a site committee, documents our efforts to make Mission Middle School a safe and orderly place for teaching and learning. In order to prepare a plan consistent with student and staff requirements, the Site Safety Committee conducted a needs assessment using a variety of data sources including suspension and expulsion reports, law enforcement intervention reports, and the California Healthy Kids Survey. Missions goals are: to provide training for staff and students on safety issues, to improve communication with the community on safety and disaster preparedness, and to provide a school environment where both students and staff are encouraged to report situations that would jeopardize their physical and emotional safety. Our plan encompasses a description of seven separate strategies and programs ranging from a district Youth Opportunity Center to the School Resource Officer. The plan also includes policies, procedures and guidelines regarding child abuse reporting, disaster preparedness, sexual harassment, an internet acceptable use policy, the District parent information guide, and school rules.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.47%	0.45%	0.47%	0.21%	0.22%	0.24%
Expulsions	0.03%	0.01%	0.02%	0.03%	0.01%	0.01%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 Districts Deferred Maintenance Plan is accessed 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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)		x		
Restrooms		x		
Sewer	x			
Playground/School Grounds		x		
Roofs	x			
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		x		

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	43	49	46	941
Without Full Credential	6	1	3	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.3%	5.7%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Academic Counselor
Academic Counselor	3.0	374

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall: Timeless Voices, Timeless Themes (2002) adopted June 2004	0
Mathematics	Prentice Hall: Pre-Algebra, (2002), Algebra (2002) adopted June 2001	0
Science	Prentice Hall: Focus on Science (2001)	0
History-Social Science	Holt: History-Social Science (2006) adopted June 2006	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,658.50	\$2,323.99	\$6,334.51	\$61,783.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	9%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-28%	-3%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Funds are budgeted for classroom instruction as well as support services, including transportation, food services, health services, instructional materials, equipment, personnel services, and maintenance and operations. Title I, State Textbooks and Instructional Material, Gifted and Talented Education (GATE), English Language Learners, School Improvement (SIP), Drug, Alcohol, and Tobacco Education, the Governors Performance Award and the Intermediate Intervention Underperforming Schools Program (IIUSP).

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	29%	28%	27%	28%	30%	33%	40%	42%	43%
Mathematics	27%	25%	28%	30%	32%	34%	38%	40%	40%
Science	--	30%	32%	13%	23%	28%	27%	35%	38%
History-Social Science	27%	22%	25%	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	19%	12%	31%	17%
American Indian or Alaska Native	--	--	--	--
Asian	54%	62%	--	--
Filipino	--	--	--	--
Hispanic or Latino	23%	27%	29%	23%
Pacific Islander	--	--	--	--
White (Not Hispanic)	46%	35%	49%	38%
Male	25%	28%	34%	27%
Female	28%	28%	30%	24%
Economically Disadvantaged	23%	25%	29%	23%
English Learners	6%	11%	8%	7%
Students With Disabilities	3%	3%	4%	2%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	30%	29%	37%	30%	29%	34%	41%	42%	42%
Mathematics	42%	40%	37%	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	17%	22%
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	35%	34%
Pacific Islander	--	--
White (Not Hispanic)	52%	52%
Male	34%	34%
Female	40%	39%
Economically Disadvantaged	35%	35%
English Learners	18%	18%
Students With Disabilities	6%	6%

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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
7	17.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	3	3	3
Similar Schools	6	7	3

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	23	-15	8	660
Hispanic or Latino	22	-8	13	650
White (Not Hispanic)	10	-34	3	711
Economically Disadvantaged	20	-9	12	643
English Learners	--	27	-5	614

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	--	11
Percent of Schools Currently in Program Improvement	--	45.8%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

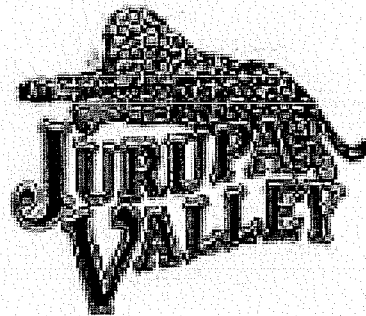
Mission Middle School devoted three full days to staff development. The primary focus involved helping all teachers in meeting the academic needs of limited English proficient pupils. In addition, two minimum days per month are designed to assist teachers in exploring special topics such as developing higher level thinking classroom test questions, unwrapping standards, writing in content areas, differentiated instruction, and administering the STAR series of tests. Teachers participate in staff development through conferences and workshops.



JURUPA UNIFIED SCHOOL DISTRICT

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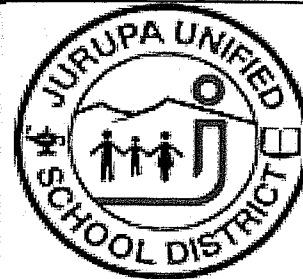
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Jurupa Valley High School



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Jurupa Valley High School	District Name	Jurupa Unified
Street	10551 Bellegrave Ave.	Phone Number	(951) 360-4168
City, State, Zip	Mira Loma, CA 91752-1800	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2603	Superintendent	Elliott Duchon
Principal	Ilsa Garza-Gonzalez	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	igonzaalez@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission of Jurupa Valley High School is to create a dynamic learning environment that meets the needs of all students and provides each individual the opportunity to succeed in their future college or career choices.

The Jurupa Unified School District is made up of 16 elementary schools, 3 middle schools, 3 comprehensive high schools and 2 continuation high schools. Jurupa Valley High School (JVHS) first began serving students in 1989. Currently, student enrollment totals 2819. We are ethnically diverse (percentages are rounded to the nearest tenth): African American 2%, American Indian or Alaska Native 1%, Asian 1%, Filipino 1%, Hispanic or Latino 70%, White (not Hispanic) 25% and Other 1%. JVHS is located in a semi-rural area of Riverside County, JVHS lies near the junction of the 15 and 60 freeways.

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Students at JVHS attend a six period day that begins at 7:15 a.m. and ends at 2:09 p.m. The school year is divided into two 18-week semesters. Successful completion of each course earns five credits per semester. A total of 220 credits in specific courses are required to meet the graduation requirement of the Jurupa Unified School District and receive a Certificate of Completion. Passing the English language arts and mathematics portions of the California High School Exit Exam is required in addition to the above for a student to earn a diploma from the State of California. Aside from the two semesters offered each academic year, students may also attend summer school which is made up of two three week semesters.

In order to create a positive and dynamic learning environment, JVHS offers a wide variety of academic programs that include Advanced Placement, Middle College, Construction Academy, Agriculture Academy, and Opportunity School. JVHS also has co-curricular programs such as AVID, English Language Development, AFJROTC, ASB, and targeted interventions that support students in becoming successful in their future college or career choices.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Mr. Dennis Kroeger

Contact Person Phone Number: (951) 360-2606

Parents have many opportunities to contribute to the overall school program. Involvement in the school site process can include being an active member on the School Site Council, English Language Advisory Committee (ELAC), sports booster clubs, band or choir boosters, and other extracurricular parent groups. More information can also be obtained by visiting the school website at www.jusd.k12.ca.us/SITES/jvhs/index.html.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	732	Grade 12	599
Grade 10	742	Total Enrollment	2819
Grade 11	746		

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	2.00%	White (Not Hispanic)	24.87%
American Indian or Alaska Native	0.50%	Multiple or No Response	0.82%
Asian	0.89%	Economically Disadvantaged	49.00%
Filipino	1.00%	English Learners	27.00%
Hispanic or Latino	70.00%	Students With Disabilities	9.00%
Pacific Islander	0.39%		

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Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	30.7	14.0	25.0	53.0	29.1	18.0	31.0	46.0	28	29.0	37.0	50.0
Mathematics	30.7	8.0	22.0	41.0	28.4	19.0	41.0	23.0	29	23.0	37.0	45.0
Science	32.1	3.0	10.0	28.0	31.9	7.0	6.0	34.0	30	7.0	18.0	24.0
Social Science	31.6	7.0	17.0	48.0	31.4	4.0	26.0	38.0	31	9.0	18.0	42.0

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

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 program; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code 48900, 48915, and 49079; the Districts 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 in February or March.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.30%	0.31%	0.41%	0.21%	0.22%	0.24%
Expulsions	0.02%	0.02%	0.02%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems		x		
Windows/Doors/Gates (interior and exterior)		x		
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation		x		
Drinking Fountains (inside and outside)		x		
Restrooms		x		
Sewer	x			
Playground/School Grounds	x			
Roofs		x		
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary			x	

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	103	101	114	941
Without Full Credential	14	21	10	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.1%	4.9%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Academic Counselor
Academic Counselor	8.0	352
Other	1.2	--

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall: Timeless Voices, Timeless Themes (2002); Gold Level (grade 9); Platinum Level (grade 10); American Experience (grade 11); British Traditions (grade 12): adopted June 2004	0
Mathematics	Prentice Hall: Algebra I (2001); Algebra 2 with Trigonometry (2001); adopted June 2001 McDougal Littel: Geometry - Reasoning, Measuring, Applying (2001)	0
Science	Prentice Hall: Biology (2002) Holt, Rinehart, & Winston: Chemistry (2007), Earth Science (2007), Physics (2007)	0
History-Social Science	Prentice Hall: World History: The Modern World (2007); McGruder's American Government (2006) Holt, Rinehart, and Winston: American Anthem - Modern American History (2007)	0
Foreign Language	McDougal Littel: En Español Uno (2000); En Español Dos (2002); En Español Tres (2003); En Español Cuatro (2004) Holt, Rinehart and Winston: Nuevas Vistas Uno (2003); Nuevas Vistas Dos (2003); Allez Vien 1, 2, 3 (2003)	
Health	Prentice Hall: Health Skills for Wellness (2001)	
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$10,944.90	\$2,065.70	\$8,879.20	\$64,621.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	5%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-80%	-8%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Funds were spent for general education, special education, and State and federally funded special projects. Approximately seventy-five percent of the total budget was spent in the classroom for teachers salaries, teaching aides, books, supplies, and equipment. In addition to State and local revenues received for general education, Jurupa Valley High School also received special State and federal funds for programs such as Gifted and Talented Education, Drug, Alcohol, and Tobacco Education, Bilingual Education, and Vocational Education.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	24%	24%	28%	28%	30%	33%	40%	42%	43%
Mathematics	12%	15%	15%	30%	32%	34%	38%	40%	40%
Science	9%	18%	24%	13%	23%	28%	27%	35%	38%
History-Social Science	22%	24%	26%	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	22%	9%	0%	28%
American Indian or Alaska Native	--	--	--	--
Asian	62%	53%	--	--
Filipino	75%	58%	--	--
Hispanic or Latino	24%	12%	23%	23%
Pacific Islander	--	--	--	--
White (Not Hispanic)	38%	20%	27%	32%
Male	24%	14%	28%	30%
Female	31%	15%	21%	22%
Economically Disadvantaged	24%	13%	24%	22%
English Learners	6%	5%	7%	9%
Students With Disabilities	2%	2%	9%	6%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	District			State		
	2005	2006	2007	2005	2006	2007
Reading	30%	29%	34%	41%	42%	42%
Mathematics	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

No Data Available

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California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	32	34	51	35	37	49	33.5	33	49
Mathematics	28	30	47	39	42	50	40.5	34	45

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	65	23	12	61	32	7
Male	70	20	10	59	33	8
Female	60	26	15	63	31	6
African American	70	30	0	90	10	0
Asian	20	60	20	20	60	20
Filipino	0	50	50	50	50	0
Hispanic or Latino	68	21	11	61	61	7
White (not Hispanic)	60	25	15	58	35	7
English Learners	84	13	3	74	23	3
Socioeconomically Disadvantaged	68	22	9	64	29	7
Students Receiving Migrant Education services	*	*	*	*	*	*
Students with Disabilities	98	2	0	90	8	2

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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	26.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	1	3	2
Similar Schools	1	3	1

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	51	-31	57	659
Hispanic or Latino	50	-30	68	641
White (Not Hispanic)	60	-28	32	699
Economically Disadvantaged	59	-32	69	637
English Learners	--	-15	51	591
Students With Disabilities	--	-28	56	421

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	In PI
First Year of Program Improvement	2004-2005
Year in Program Improvement	Year 3
Number of Schools Currently in Program Improvement	11
Percent of Schools Currently in Program Improvement	45.8%

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	3.1%	3.0%	5.4%	5.0%	5.0%	6.0%	3.0%	3.0%	4.0%
Graduation Rate	86.2%	84.8%	78.9%	80.0%	80.0%	74.0%	85.0%	85.0%	83.0%

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Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007	
	School	District
All Students	486	1044
African American	11	44
American Indian or Alaska Native	2	3
Asian	6	19
Filipino	4	10
Hispanic or Latino	311	651
Pacific Islander	2	2
White (not Hispanic)	148	312
Socioeconomically Disadvantaged	38	102
English Learners	68	165
Students with Disabilities	10	27

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	1,669.0
Percent of pupils completing a CTE program and earning a high school diploma	100.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	27.0

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	57.4%
Graduates Who Completed All Courses Required for UC/CSU Admission	41.4%

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Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2.0	--
Foreign Language	2.0	--
Mathematics	2.0	--
Science	1.0	--
Social Science	4.0	--
All Courses	11.0	3.0%

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Teachers who require improvement are given assistance in formulating and implementing professional development plans. All departments now have in place grade and course level assessments for every course taught. These assessments assure consistent content and instructional quality in every classroom as well as high expectations for all students. Support systems such as CAHSEE Tutorial, Reading Lab, Math Lab, English Tutorial and Math Tutorial also assist students in meeting course and graduation requirements. Staff development opportunities include intensive semester-long training for all staff in differentiated instruction, Step Up to Writing, data driven instruction, data driven decision making, and Marzano's Effective Teaching Strategies. Teachers assigned Advanced Placement or AVID courses also participate in professional development opportunities that are designed specifically for those programs. Beginning teachers are further supported through BTSA and the Districts SMART program that provided mentors to teachers new to the field.

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days



JURUPA UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Nueva Vista High School



2006-07
School Year

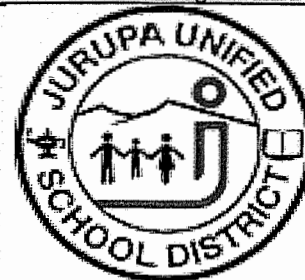
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Nueva Vista Continuation High



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Nueva Vista Continuation High	District Name	Jurupa Unified
Street	6836 34th St.	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509-1301	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 360-2802	Superintendent	Elliott Duchon
Principal	Mike Chalmers	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	mchalmers@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Vision Statement

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

Our Vision:

We believe we can best carry out our mission by focusing in the following areas:

- Academic achievement for all students
- Student involvement in his/her education goals
- Fostering a safe and caring learning environment
- Preparing students for success in the 21st century
- Welcoming parents as partners in the education process

Additionally, our school is supported at the district level through JUSD's Blueprint for Learning. Throughout the district, the focus is on learning. It is critical that we support student learning through our instruction and the environment we create - one where students are motivated and have the opportunity and support they need to be able to learn. The five points of this Blueprint for Learning are:

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1. THE RESOURCES:

We focus fiscal resources at the site and district level to provide the tools needed to support learning. This includes funding for professional development, support and training for teachers, assessment, materials and human resources. We utilize an evaluation system where administrators clearly clarify expectations focusing on student learning and the school plan.

2. THE STRUCTURE:

At both campuses we focus our efforts on implementing, and evaluating a standards-based curriculum. Our instructional program is based on the California State Content Standards with a focus on the most Essential (or Power) Standards.

3. THE MATERIALS:

Every student is assured access to approved, standards-based textbooks for every core subject. Administrators are evaluated by a process that emphasizes support for standards-based instruction and student learning.

4. THE METHOD:

Our focus is on continuous improvement in student achievement. In every content area, teachers work collaboratively to focus on improving student learning by:

- Utilizing data to drive the instructional process
- Sharing instructional strategies
- Evaluating and modifying the instructional process

5. THE SUPPORT:

Both at the site and district level, support staff and resources are available to help us implement this standards-based curriculum and education. Opened in 1990 Nueva Vista High School (NVHS) is the continuation high school in the Jurupa Unified school District for 11th and 12th grade students, and Rio Vista High School (RVHS) is the continuation high school for 9th and 10th grade students. NVHS is located in an unincorporated area of western Riverside County that serves all of the communities in the district.

We serve an ethnically diverse enrollment of approximately 300 students (77% Hispanic, 19% White, 2% African American, 1% Asian, and 1% Other). 36 percent of our students are English learners and 49 percent of our students qualify for free or reduced lunch.

Students at NVHS begin their school day at 7:20 and end their day at 10:34 (for the A.M. session), or start at 11:14 and end at 2:28 (for the P.M. session), after completing four periods of instruction. The school year is divided into two 18-week semesters. Successful completion of each course earns five credits per semester. Academic class size has a maximum enrollment of 23 students per class.

NVHS has made impressive gains in student achievement over the last three years. In two of the last three years, NVHS had the largest API gains in the district. The API scores have increased by 182 points, 12 points, and 70 points respectively over the last three years. Three years ago, with a gain of 182 points in the API score, NVHS had the largest gain in JUSD, the second largest gain in Riverside County and the third largest gain in the entire Inland Empire. Currently, NVHS's API score is just 18 points below that of Jurupa Valley High School, and the gap is still that narrow even after a year in which JVHS made a gain of 52 points. It is unheard of for a continuation high school to have API scores that close to those of a comprehensive high school in the same district. This speaks volumes of the quality of the standards-based curriculum taught at NVHS.

NVHS and RVHS exist to serve students who have fallen behind in credits. The opportunity to develop and achieve high standards of citizenship, self-discipline, camaraderie, and critical thinking skills is crucial to meet the demands of the 21st century. We help students meet these demands by providing rigor, relevance, and by supporting them with relationships.

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Rigor: providing all students the opportunity to succeed at challenging classes

Relevance: providing courses and projects that are exciting and raise student's interests and relate to their lives and the changing world.

Relationships: providing students an environment where adult mentors are motivating and supporting them to achieve high academic success.

NVHS was awarded a maximum 6-year accreditation in 2004 from the Western Association of Schools and Colleges (WASC).

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Mike Chalmers

Contact Person Phone Number: 360-2802

Nueva Vista High Schools School Site Council is composed of parents, students, teachers, a classified employee, and the principal. The council meets at least six times during the school year and makes decisions regarding school programs and functions. The English Language Advisory Committee (ELAC) consists of teachers, parents, and the principal and is involved in issues related to English Learners.

There are also a variety of other activities on campus for parent involvement including Open House, College and Career Fair, Quarterly Awards Ceremonies, informal graduation ceremonies, and the Cinco de Mayo celebration. Parents of each student participate in an orientation prior to their son or daughter enrolling at Nueva Vista. At this time parent involvement is encouraged. Parents are requested to contact the school weekly to keep informed of their child's progress in classes.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Grade 10	2	Ungraded Secondary	24
Grade 11	83	Total Enrollment	282
Grade 12	173		

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	2.00%	White (Not Hispanic)	18.79%
American Indian or Alaska Native	0.71%	Economically Disadvantaged	49.00%
Filipino	0.00%	English Learners	36.00%
Hispanic or Latino	77.00%	Students With Disabilities	17.00%
Pacific Islander	0.35%		

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Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05			2005-06			2006-07		
	Number of Classrooms			Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-22	23-32	Avg. Class Size	1-22	23-32	Avg. Class Size	1-22	23-32
English	14	20.0	0.0	13.9	21.0	0.0	11	21.0	0.0
Mathematics	11.5	13.0	--	12.4	11.0	--	10	10.0	--
Science	14.8	6.0	--	13.9	7.0	--	16	4.0	--
Social Science	15	20.0	1.0	13	22.0	--	13	16.0	--

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Nueva Vista High School is inspected regularly for safety by various agencies including the fire department, Keenan and Associates (Workers Compensation), Industrial Indemnity (insurance company), Jurupa Unified School District Safety Committee, and the school custodian. Nueva Vista High School, in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: safe school programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies (pursuant to Education Code Section 48900, 48915, and 49079), the Jurupa Unified School Districts Discipline Handbook and Sexual Harassment Policy, the school dress code, and procedures and rules for safety on the way to and from school as well as during school hours. This safety plan is updated every year and is reviewed and approved by our School Site Council annually.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.40%	0.37%	0.55%	0.21%	0.22%	0.24%
Expulsions	0.02%	0.01%	0.01%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The safety, cleanliness, and adequacy of our school facilities are a high priority to the Jurupa Unified School District. Overall, the school grounds and facilities are in good repair. The Deferred Maintenance Plan is assessed and updated every year. Work generated by the 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 to conduct annual safety inspections at all sites. All safety-related items are handled as a top priority. The custodian and other school employees monitor the restrooms, classrooms, and campus during the school day to ensure they are safe and sanitary and that adequate supplies are available to students and staff. All attempts are made to keep the campus clean, orderly, and pleasant. Students, parents, and staff take pride in the appearance of the school and the safe learning environment on campus.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)		x		
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)		x		
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)		x		
Restrooms		x		
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness		x		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary			x	

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	14	15	16	941
Without Full Credential	1	1	0	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.7%	6.3%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

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V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Academic Counselor
Academic Counselor	2.0	141
Social Worker	1.0	--
Other	0.2	--

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall: Timeless Voices, timeless Themes (2002); American Experience (2002); British Traditions (2002) adopted June 2004	0
Mathematics	Prentice Hall: Algebra (2002) adopted June 2001 Geometry, California Edition, McDougal Little, 2001	0
Science	Biology, Addison Wesley, 2002 Spectrum, A Physical Approach, Holt, Rinehart, & Winston, 2001 Chemistry, Addison-Wesley, 2000	0
History-Social Science	Prentice Hall: World History: The Modern Era (2000); America: Pathways to the Present (2000) US Government: Democracy in Action, Glencoe McGraw-Hill, 2000	0
Foreign Language		0
Health		0
Science Laboratory Equipment (grades 9-12)		0

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$11,530.56	\$2,733.17	\$8,797.39	\$74,853.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	-10%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-78%	-25%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Nueva Vista High School receives funding from the Jurupa Unified School District for textbooks and classroom materials. There is a library on the campus with a librarian provided for 50% of the school day. A full-time Resource Specialist Program (RSP) is available. Counselors are available when needed throughout the school day. A nurse is assigned to the school and a health aide is provided for three hours each day. Psychologists and Speech/Language/Hearing Specialists provide services when needed.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	8%	4%	6%	28%	30%	33%	40%	42%	43%
Mathematics	0%	2%	2%	30%	32%	34%	38%	40%	40%
Science	3%	0%	6%	13%	23%	28%	27%	35%	38%
History-Social Science	5%	5%	2%	22%	22%	25%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	3%	2%	0%	1%
Pacific Islander	--	--	--	--
White (Not Hispanic)	25%	0%	--	10%
Male	8%	4%	--	4%
Female	4%	0%	--	0%
Economically Disadvantaged	3%	3%	--	2%
English Learners	0%	2%	--	0%
Students With Disabilities	5%	0%	--	0%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	District			State		
	2005	2006	2007	2005	2006	2007
Reading	30%	29%	34%	41%	42%	42%
Mathematics	44%	46%	46%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

No Data Available

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California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	22	34	51	50	37	49	0	33	49
Mathematics	0	30	47	0	42	50	0	34	45

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	50	50	0	100	0	0
Female	50	50	0	100	0	0
African American	100	0	0	100	0	0
American Indian or Alaska Native	*	*	*	*	*	*
Hispanic or Latino	0	100	0	100	100	0
Pacific Islander	*	*	*	*	*	*
Socioeconomically Disadvantaged	100	0	0	100	0	0
Students Receiving Migrant Education services	*	*	*	*	*	*
Students with Disabilities	50	50	0	100	0	0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

No Data Available

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	B	B	B
Similar Schools	B	B	B

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	182	12	70	638
Hispanic or Latino	182	--	--	--

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	In PI
First Year of Program Improvement	2004-2005
Year in Program Improvement	Year 3
Number of Schools Currently in Program Improvement	11
Percent of Schools Currently in Program Improvement	45.8%

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	49.5%	39.4%	28.7%	5.0%	5.0%	6.0%	3.0%	3.0%	4.0%
Graduation Rate	80.0%	79.5%	74.2%	80.0%	80.0%	74.0%	85.0%	85.0%	83.0%

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Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007	
	School	District
All Students	68	1044
African American	2	44
American Indian or Alaska Native	0	3
Asian	0	19
Filipino	1	10
Hispanic or Latino	48	651
Pacific Islander	0	2
White (not Hispanic)	17	312
Socioeconomically Disadvantaged	28	102
English Learners	38	165
Students with Disabilities	5	27

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

No Data Available

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No Data Available

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No Data Available

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Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

An effective process for staff development and curriculum improvement is planned and implemented by teachers and administrators. Teachers are given the opportunity to update their skills and become familiar with educational reforms through meetings, conferences, and on-site training.

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days



JURUPA UNIFIED SCHOOL DISTRICT

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Rubidoux High School



2006-07
School Year

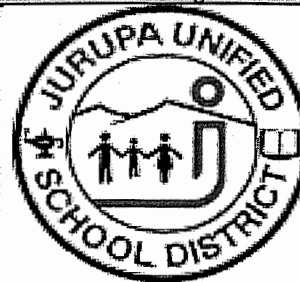
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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Rubidoux High	District Name	Jurupa Unified
Street	4250 Opal Street	Phone Number	(951) 360-4168
City, State, Zip	Riverside, CA 92509	Web Site	www.jusd.k12.ca.us
Phone Number	(951) 222-7700	Superintendent	Elliott Duchon
Principal	Laurel Fretz	E-mail Address	educhon@jusd.k12.ca.us
E-mail Address	laurel_fretz@jusd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Our Mission:

To create for our students a dynamic learning environment in which students are provided opportunities to maximize their potential and become successful, productive citizens of our school and community.

Our Vision:

We believe we can best carry out our mission by focusing in the following areas:

- Academic Achievement for all students
- Student Involvement in his/her education goals
- Fostering a Safe and Caring Learning Environment
- Preparing Students for success in the 21st century
- Welcoming Parents as Partners in the Education Process

Furthermore, our school is supported at the district level through Jurupa's Blueprint for Learning. Throughout the district, the focus is on learning. It is critical that we support student learning through our instruction and the environment we create - one where students are motivated and have the opportunity and support they need to be able to learn. The five points of this Blueprint for Learning are

1. THE RESOURCES: We focus fiscal resources at the site and district level to provide the tools needed to support learning. This includes funding for professional development, support and training for teachers, assessment, materials and human resources. We utilize an evaluation system where administrators clearly clarify expectations

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focusing on student learning and the school plan.

2. **THE STRUCTURE:** We utilize the Academic Program Survey (APS) developed by the California Department of Education for School Assistance Intervention Team (SAIT) schools. This further focuses our efforts on planning, implementing, and evaluating a standards-based curriculum. Our instructional program is based on the California State Content Standards with a focus on the most Essential (or Power) Standards.

3. **THE MATERIALS:** Every student is assured access to approved, standards-based textbooks for every core subject. We provide professional development to math and English teachers (AB 466) and administrators (AB 75) on full implementation of standards-based textbooks. Our administrators are evaluated by a process that emphasizes support for standards-based instruction and student learning.

4. **THE METHOD:** Our focus is on continuous improvement as devised from Quality Systems Theory. In every content area, teachers work collaboratively in Data Teams to focus on improving student learning by:

Utilizing data to drive the instructional process

Sharing and critiquing instructional strategies

Looking collaboratively at student work

Evaluating and modifying the instructional process

5. **THE SUPPORT:** Both at the site and district level, support staff and resources are available to carry out the work of our Data Teams and the application of the APS.

Opened in 1959, Rubidoux High School(RHS) is the oldest comprehensive high school in the Jurupa Unified School District. RHS is located in an unincorporated area of western Riverside County that serves the communities located in the eastern section of the district. We serve an ethnically diverse enrollment of approximately 1327 students (81% Hispanic, 11.2% White, 5.3% African American, and 2.5% Other). Approximately 35 percent of our students are English language learners and 74 percent of our students qualify for free or reduced lunch.

Students at Rubidoux High School begin their school day at 7:18 a.m. and end their day at 2:10 p.m. after completing seven periods of instruction. The school year is divided into two 18-week semesters. Successful completion of each course earns five credits per semester. Academic class size has a maximum enrollment of 36 students per class.

Rubidoux High School is making gains to close the achievement gap (see Student Performance Data Summary). We are also seeing gains in the number of students pursuing post-secondary education options and high school career preparation programs. For the Class of 2005, we saw a 2.1% increase in the number of students planning to enroll in post-secondary education (with a 17.7% increase for our English learner population), a 4.7% increase in the number of students who completed an Advanced Placement course and a 14.3% increase in the number of seniors who completed a Regional Occupation Program (ROP) course.

The re-opening of Rubidoux High School has enabled the Jurupa Unified School District to embark on many new and exciting programs. The opportunity to develop and achieve high standards of citizenship, self-discipline, camaraderie, and critical thinking skills is crucial to meet the demands of the 21st century.

- Rigor- providing all students the opportunity to succeed at challenging classes
- Relevance- providing courses and projects that are exciting and pique students interest and relate to their lives and the changing world
- Relationships-providing students an environment where adult mentors are motivating and supporting them to achieve

To be an effective education institution in the 21st century, Rubidoux High School has established small learning academies and is an on-site Early College High School program in partnership with the Riverside Community College District (RCCD). Students earn their high school diplomas while concurrently earning college credits leading to their selected pathways. Examples of pathways include: Administration of Justice, Law Enforcement, a preparation for nursing pathway, Fire Science, First Responder/Emergency Medical Technician, Forensics Science, Medical Terminology, Front Office/Business, and undergraduate requirements for the general associates degrees for transfer to four-year college/university.

In addition, we offer our students a variety of academic programs such as Advanced Placement, career preparation through ROP, curricular programs such as AVID, Agriculture, AFJROTC, Journalism, Foreign languages, Fine Arts, and Performing Arts to support the core curriculum.

Due to the relocation of Rubidoux High School to the Opal Street campus, we have submitted an application to the Western Association of Schools and Colleges (WASC) to be approved for accreditation.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Laurel Fretz

Contact Person Phone Number: 951-222-7700

Rubidoux High School has a variety of ways parents can be involved in supporting student achievement and a positive school climate.

RHS has a School Site Council (SSC), Rubidoux Early College High School Parent Advisory Committee that is part of the Early College Program, and an English Learners Advisory Committee (ELAC). We plan to initiate a parent outreach campaign to include a number of meetings/workshops: Get to Know RHS, Building College Futures -- Early College Program, FAFSA workshop, AP/Honors Night, an Open House, AVID Parent Night, and a parent newsletter per semester.

While we continue to provide new opportunities to bring parents into the RHS community we still need to focus resources in this area, especially for our Spanish-speaking parents and the parents of our at-risk youth.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	815	Grade 12	591
Grade 10	886	Total Enrollment	3097
Grade 11	805		

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	6.00%	White (Not Hispanic)	24.06%
American Indian or Alaska Native	0.23%	Multiple or No Response	0.19%
Asian	1.94%	Economically Disadvantaged	53.00%
Filipino	1.00%	English Learners	24.00%
Hispanic or Latino	66.00%	Students With Disabilities	8.00%
Pacific Islander	0.52%		

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Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	29.7	22.0	23.0	53.0	29.1	23.0	39.0	50.0	28	33.0	32.0	54.0
Mathematics	30.2	16.0	23.0	41.0	30.8	12.0	25.0	49.0	29	22.0	28.0	43.0
Science	33.3	2.0	13.0	43.0	32.9	3.0	19.0	46.0	32	6.0	22.0	40.0
Social Science	33	2.0	15.0	41.0	33.9	2.0	19.0	41.0	31	12.0	20.0	51.0

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The reopening of RHS has the elements of moving to a new campus. The renovated facilities provided us with several opportunities to review and review all of our procedures and plans that address school safety.

We have student supervision during the school day; we worked with the Sheriff's Department to revise our dress code and electronic device policies, increased staffing for supervision, and instituted a strong supervision plan for passing periods.

We have a Crisis Management Plan that addresses not only student and staff safety and the complexities of our physical plan, but is also aligned to FEMA recommendations. Staff reviewed this plan in October and have provided meaningful feedback following each disaster drill.

We also have a number of proactive programs in place to meet students' needs and keep the campus safe. We have a full-time School Resource Officer and our Principal's Advisory Committee regularly meets to address student concerns

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.40%	0.34%	0.34%	0.21%	0.22%	0.24%
Expulsions	0.02%	0.02%	0.02%	0.03%	0.01%	0.01%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Rubidoux High School was renovated and refurbished in 2007. All classrooms, campus facilities and equipment were updated with brand new furniture. Teachers have many ways to access instructional technology as a tool to support student learning with overhead projection system equipped with surround sound, DVD/CD player, document reader/camera. In addition, every teacher has a computer and an average of four computers in every classroom for students' use.

The exterior walls of every building were painted; window panes were replaced and mini blinds compliments the decor. New insulation and ceiling tiles were completed in every classroom; plus, new roofs and air conditioning added to the feautification of RHS. The science building was renovated with state-of-the-art science equipment. The agriculture section was completely overhauled with updated classroom facilities and lanscaped areas. The restroom facilities for students and staff were reburbished and fans and ventilation systems updated. The gymnasium floor was reburbished and restripped with new insigna and "Falcon" logo. The cafeteria is expected to be completed in November with permanent seatings and booths to create a restuarant atmosphere for student use.

RHS campus has wrought iron fencing around the perimeter. New sod, trees, and shrubs adorned the campus. The district has also created additional custodial time to maintain the cleanliness of the RHS campus.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms		X		
Sewer	X			
Playground/School Grounds		X		
Roofs	X			
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	99	103	128	941
Without Full Credential	17	17	2	21
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	99.2%	0.8%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	84.0%	16.0%

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V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Academic Counselor
Academic Counselor	8.0	387
Speech/Language/Hearing Specialist	1.0	--
Other	0.1	--

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall: Timeless Voices, timeless Themes (2002); American Experience (2002); British Traditions (2002) adopted June 2004 Prentice Hall Gold Level (9th grade) 2002, Prentice Hall Platinum Level (10th grade) 2002 – these were adopted 2004 Prentice Hall American Experience 2002 & British Traditions 2002 – adopted 2005	0
Mathematics	Prentice Hall: Algebra (2002) adopted June 2001 Geometry, California Edition, McDougal Little, 2001 Algebra adopted 2002	0
Science	Biology, Addison Wesley, 2002 Chemistry California Edition Holt 2007 adopted 2007 Earth Science California Edition 2007 Holt adopted 2007	0

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History-Social Science	Prentice Hall: World History: The Modern Era (2000); America: Pathways to the Present (2000) US Government: Democracy in Action, Glencoe McGraw-Hill, 2000 Prentice Hall World History The Modern World 2007 Holt American Anthem Modern American History 2007 Prentice Hall/Magruder's American Government 2007	0
Foreign Language	En Espanol Uno McDougal Littell 2000 En Espanol Dos McDougal Littell 2004 En Espanol Tres McDougal Littell 2004 En Espanol Cuatro McDougal Littell 2004 Nuevas Vistas Uno (Span. 2 for Span. Speakers) Holt, Rinehart & Winston 2003 Nuevas Vistas Dos (Span. 3 for Span. Speakers) Holt, Rinehart & Winston 2003 French 1 – Allez, Viens! Holt, Rinehart & Winston 2003 French 2 – Allez, Viens! Holt, Rinehart & Winston 2003	0
Health	Health Skills For Wellness Prentice Hall 2001	0
Science Laboratory Equipment (grades 9-12)		0

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$10,551.60	\$1,783.80	\$8,767.80	\$64,308.00
District	--	--	--	\$68,122.00
Percent Difference - School Site and District	--	--	--	6%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	-77%	-7%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Professional development, instructional materials, data analysis and review, extended learning opportunities, services/assessment for EL students, special education, GATE, athletics, AVID.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,916.00	\$38,478.00
Mid-Range Teacher Salary	\$64,975.00	\$60,735.00
Highest Teacher Salary	\$84,373.00	\$76,906.00
Average Principal Salary (Elementary)	\$97,520.00	\$96,766.00
Average Principal Salary (Middle)	\$104,575.00	\$102,730.00
Average Principal Salary (High)	\$111,880.00	\$110,489.00
Superintendent Salary	\$149,000.00	\$169,243.00
Percent of Budget for Teacher Salaries	48.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	26%	31%	36%	28%	30%	33%	40%	42%	43%
Mathematics	7%	11%	13%	30%	32%	34%	38%	40%	40%
Science	17%	23%	26%	13%	23%	28%	27%	35%	38%
History-Social Science	28%	25%	25%	22%	22%	25%	32%	33%	33%

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CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	25%	4%	10%	17%
American Indian or Alaska Native	--	--	--	--
Asian	45%	29%	62%	33%
Filipino	59%	41%	--	--
Hispanic or Latino	30%	12%	21%	20%
Pacific Islander	38%	12%	--	45%
White (Not Hispanic)	53%	18%	37%	38%
Male	32%	15%	30%	30%
Female	40%	11%	21%	19%
Economically Disadvantaged	29%	11%	20%	20%
English Learners	7%	6%	5%	5%
Students With Disabilities	4%	1%	6%	7%
Students Receiving Migrant Education Services	--	--	--	--

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	District			State		
	2005	2006	2007	2005	2006	2007
Reading	30%	29%	34%	41%	42%	42%
Mathematics	44%	46%	46%	52%	53%	53%

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NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

No Data Available

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	37	34	51	40	37	49	35.1	33	49
Mathematics	33	30	47	47	42	50	31.4	34	45

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	60	26	14	53	39	9
Male	66	23	12	52	38	10
Female	54	30	17	54	39	7
African American	74	16	10	87	13	0
Asian	27	27	46	36	18	46
Filipino	33	33	33	33	33	33
Hispanic or Latino	68	22	10	59	59	7
White (not Hispanic)	40	37	23	35	55	10
English Learners	88	9	3	70	27	3
Socioeconomically Disadvantaged	72	20	8	59	36	6
Students Receiving Migrant Education services	*	*	*	*	*	*
Students with Disabilities	97	3	0	92	8	0

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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	23.0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	1	4	3
Similar Schools	1	5	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	31	13	42	695
African-American	--	-1	27	618
Hispanic or Latino	34	15	47	673
White (Not Hispanic)	38	17	32	762
Economically Disadvantaged	39	9	47	661
English Learners	--	24	32	618
Students With Disabilities	--	-13	34	434

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	In PI
First Year of Program Improvement	2004-2005
Year in Program Improvement	Year 3
Number of Schools Currently in Program Improvement	11
Percent of Schools Currently in Program Improvement	45.8%

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.8%	1.5%	4.2%	5.0%	5.0%	6.0%	3.0%	3.0%	4.0%
Graduation Rate	95.7%	94.9%	87.5%	80.0%	80.0%	74.0%	85.0%	85.0%	83.0%

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Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007	
	School	District
All Students	488	1044
African American	31	44
American Indian or Alaska Native	1	3
Asian	13	19
Filipino	5	10
Hispanic or Latino	290	651
Pacific Islander	0	2
White (not Hispanic)	147	312
Socioeconomically Disadvantaged	36	102
English Learners	59	165
Students with Disabilities	12	27

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	0.0
Percent of pupils completing a CTE program and earning a high school diploma	--
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	63.4%
Graduates Who Completed All Courses Required for UC/CSU Admission	25.0%

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Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Fine and Performing Arts	1.0	--
English	2.0	--
Foreign Language	2.0	--
Mathematics	2.0	--
Science	2.0	--
Social Science	3.0	--
All Courses	12.0	3.0%

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Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

Professional development continues to focus on ways to raise student achievement. Site administrators will complete their AB75 training during 2007-2008. English and math teachers have participated in AB466 training. ELA teachers have attended district sponsored Step-up-to-writing workshops. Both ELA and math teachers have received in service on CAHSEE intervention strategies. These departments have also taken release time to review common assessments and benchmarks.

Pre-AP and AP teachers have been given the opportunity to attend College Board conferences. In the past, teachers a number of teachers were able to attend the AVID Summer Institute. This training has helped infuse AVID strategies across content areas and has strengthened the viability and productivity of our AVID site team.

Faculty have also attended a number of conferences that address their specific instructional needs, including agriculture, physical education, student leadership, peer mentoring and our guidance staff.

A handful of our teachers have also participated in critical professional development that supports a positive school culture, including Professional Learning Communities, Culture of Poverty and county leadership training.

Our teachers who support the Early College Program work continuously with RCCD in joint professional development to help support the program.

The Administration Team and teachers receive on-going staff development from the JUSD's Curriculum and Assessment department personnel and the RCOE assessment team. The workshops provide strategies to analyze data and use the results to set goals and improve instruction. All teachers receive inservice either during monthly staff meetings and/or at Data Team break-out sessions. In the same way, the data are carefully reviewed and aggregated in order to develop the annual single plan for success. There are ongoing professional development and preparation for all staff members for Highly Qualified Criteria for Teachers (NCLB), COMP Training for new teachers, CTCL (CLAD) Training, BTSA, SDAIE Training, SELPA, Marzano Training, AVID Path Training, UC and CSU Counselor Training, Data Director, ZANGLE (student information system), and AP Training.

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days