

# BOARD OF EDUCATION REGULAR MEETING AGENDA

BOARD OF EDUCATION Sandra Ruane, President Mary Burns, Clerk David Barnes John Chavez Jose Medina  
SUPERINTENDENT John P. Wilson, Ed.D

MARCH 4, 1991

## CHANGE IN LOCATION

MISSION MIDDLE SCHOOL MULTIPURPOSE ROOM - 5961 Mustang Lane, Riverside, CA 7:00 p.m.

## OPENING

Call to Order

\* Indicates supporting document  
\*\* Indicates supporting document  
for Board Members only

Roll Call

## CLOSED SESSION 6:00 P.M.

The Board will meet in Closed Session at 6:00 p.m. in Room 25, adjacent to the multipurpose room, at Mission Middle School to consider qualified matters of litigation, negotiation, student discipline, professional services, and/or personnel qualifications which are timely.

## PUBLIC SESSION 7:00 P.M.

Speaker cards are available on the side table for citizens wishing to address the Board in either a hearing session or communications session. Speakers are requested to limit comments to five minutes.

Call to Order in Public Session

(President Ruane)

Roll Call: Mrs. Ruane, Mrs. Burns, Mr. Barnes, Mr. Chavez, Mr. Medina

Flag Salute

(Mr. Medina)

Invocation

(Mrs. Ruane)

## COMMUNICATIONS SESSION

### 1. Administrative Reports and Written Communications

#### a. Accept Donation for District Spelling Bee

(Mr. Edmunds)

The Rotary Club of Rubidoux wishes to donate \$350 to the school district to be used toward the purchase price of trophies and plaques awarded to students during the District Spelling Bee held February 7, 1991.

Administration recommends acceptance of this donation with a letter of appreciation to be sent.

1. Administrative Reports and Written Communications (Cont'd)

b. Other Communications/Reports

(Dr. Wilson)

2. Report of Student Representatives

The Board welcomes Ammie Wert, Jurupa Valley High School Student Representative, and Michelle Smith, Rubidoux High School Student Representative. They may wish to address the Board regarding student achievements, interests, or other matters.

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 on a future agenda. **California law states that there shall be no action on items not shown on the published Board Agenda.**

The Board President will call on speakers who have completed cards requesting to be heard. Comments should be limited to five minutes. The Board may not have complete information available to answer questions and may refer specific concerns to the staff for appropriate attention.

4. Board Member Reports and Comments

Individual Board members may wish to share information about topics not on the agenda, report on committee activities or request items on a future agenda.

**ACTION SESSION**

\* A. Approve Minutes of the February 19, 1991 Regular Meeting, and February 25, 1991 Special Meeting

Recommend approval as printed.

\* B. Adopt Resolution #91/29, Reduction or Discontinuance of Particular Kinds of Certificated Service (Dr. Wilson)

At the February 25, 1991 Special Meeting, the Board directed the Superintendent to draft a resolution to reduce or discontinue certificated positions as indicated in Resolution #91/29 in the supporting documents. The Board gave these directions in order to preserve its budgetary options during the continuing budget development process. It is necessary to act on certificated personnel of this type prior to March 15 of any given year. Administration recommends the Board adopt Resolution #91/29.

\* C. Approve New Courses and Course Revisions (Mrs. Roberts)

The comprehensive high schools are recommending eight (8) new courses and four (4) course revisions for approval. High school administrators have indicated that the respective departments at both Rubidoux and Jurupa Valley High Schools have been consulted in the development of these courses. While the staff recognizes the current budget restrictions and that textbook funding may not be available, administration is recommending that the Board approve, but delay implementation of those courses requiring textbook purchases.

\* C. Approve New Courses and Course Revisions (Cont'd)

Following is a brief description of each of the courses. Complete course plans are included in the supporting documents.

**NEW COURSES:**

Video Production: This course is an introductory course to provide students with skills in the area of basic video production, use of video equipment, industry ethics, career opportunities and current practices within the industry. The course will allow students to be involved with video production projects related to school activities.

Literature of the Early Theater: This course is designed as an introduction to theater and plays from the ancient Greek period to the American theater in the late 1800's. Students will become familiar with famous playwrights from the period. Students will be introduced to literary analysis, as well as various modes of written and oral communication. Exit learning objectives will include critical analysis of literature, interpretation of dramatic works and expanded vocabulary.

Literature of Modern Theater: This course is designed to acquaint students with the political, social, moral and aesthetic ideals that theater of the 20th century reflects in society. Students will develop their skills in the use of literary analysis and various modes of written and oral communication. Works for this course include those of George Bernard Shaw, Anton Chekhov, Bertolt Brecht, Eugene O'Neill, Tennessee Williams, Arthur Miller and Samuel Beckett.

Sheltered English: The purpose of this class is to provide a transition from ESL instruction to the sequence of English/Language Arts classes. Students not ready for regular classes may enroll to develop skills in oral communication as well as elementary and intermediate level practice in reading and writing skills. Students must have a minimum of one year of ESL instruction prior to enrollment.

Golf: This course provides the opportunity for beginning instruction in golf and enjoyment of a life time activity. All equipment used in this class will be as a result of donations from various golf courses.

Advanced Drill and Flag Ceremonies: This course is designed to combine classroom instruction with performance and demonstration of the cadets' understanding of drill and flag ceremonies. Students/cadets will have the opportunity to practice procedures, commands and movements. First hand experience will be gained from performing in parade ceremonies, competition parades, and national color guard and drill team competition.

Agriculture Biology: Agriculture Biology is a laboratory science course for the college-bound student. The course emphasizes detailed knowledge of the central concepts, principles, and basic factual material on the following topics: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, plant and animal diversity and principles of classification, ecological relationships and animal behavior. Currently adopted textbooks from Science and Agriculture can be used for this course.

\* C. Approve New Courses and Course Revisions (Cont'd)

Introduction to Floriculture: This course is designed to give the student a practical look at the floriculture industry in California. The major emphasis will be on culture, care and processing of floral crops, as well as floral design principles and corsage construction. The course is designed to lay the foundation for an entry level position in the floriculture industry or as the prerequisite for an advanced class.

**REVISED COURSES**

Composition I and II, Honors Composition I and II: The courses have not changed in content but will now be year courses instead of semester. The rationale for this change is to provide continuity in the writing program for college preparatory students. Over the last two years, there has been an increased enrollment in Composition and offering it as a year course will greatly enhance students' writing ability at the college level.

Fundamentals of Language Arts: This course is a combination of Fundamentals of Writing and Reading Skills. The course is designed for students who have failed the district's proficiency examination. The staff believes that the combination of reading and writing instruction will enhance students' ability to pass the district proficiency tests.

Speech A and Speech B:

This course is being changed from a one (1) year course to two (2) semester courses. The first semester Speech A will focus on interpersonal communications. This will include all the content and learning objectives for the year course and will be especially valuable for college bound students. The second semester, Speech B will focus on speech and debate skills. This course will serve as a prerequisite for the debate team.

It is recommended that the Board approve the new courses and course revisions as presented in the supporting documents for the comprehensive high schools but delay implementation of courses requiring textbook purchases until sufficient funds are available.

D. Authorize Submission of Community Development Block Grant Application to Riverside County for Fulltime Community Resource Officer (Deputy Sheriff) Assigned to the Comprehensive High Schools (Dr. Wilson)

A resource officer has been assigned to Rubidoux High School for several years. This has been a cooperative effort with the Riverside County Sheriff. With Jurupa Valley High School becoming a four year school with substantial increase in enrollment, a second resource officer is appropriate.

This has been an exceptionally successful program. A resource officer on campus reduces the frequency and severity of behavior problems and makes patrol deputies more available to the community. Further, a single officer interacting with school personnel is preferable to dealing with several officers as randomly determined by the duty schedules of the County Sheriff's Department.

Community members who wish to speak on this issue will be afforded time to do so prior to Board action.

The Board authorizes submission of the Community Development Block Grant application for a fulltime Community Resource Officer assigned to the Comprehensive High Schools.

**E. Review and Act on Timely School Facility Matters**

(Dr. Wilson)

**Hear and/or Approve School Facility Matters**

Due to frequent changes taking place in facility improvement programs, items which require Board discussion or action may arise between agenda preparation and meeting times. Administration may provide such items as verbal information reports or recommendations for action.

**F. Act on Student Discipline Matters**

(Mr. Anderson)

- \*\* 1. The Administrative Hearing Panel recommends the readmission of the pupil in Discipline Case #89/01 to schools of the Jurupa Unified School District.**
- \*\* 2. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #91/28 for possessing a knife.**
- \*\* 3. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #91/29 for assaulting a student.**
- \*\* 4. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #91/30 for assaulting a student.**
- \*\* 5. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #91/33 for possessing a knife.**
- \*\* 6. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #91/34 for assaulting a student.**
- \*\* 7. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #91/35 for assaulting a student.**
- \*\* 8. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #91/36 for assaulting a student.**

**G. Act on Personnel Matters**

(Mr. Campbell)

- \* 1. Approve Personnel Report #16**

Administration recommends approval of Personnel Report #16 as printed subject to corrections and changes resulting from review in Closed Session.

- 2. Adopt Criteria for Breaking Seniority Ties in Relation to Certificated Layoffs**

Education Code Section 44955(b) authorizes the Board to establish criteria for breaking seniority ties that might impact certificated layoffs. Discussions have occurred with representatives of NEA-J on this matter and there is recognition that the Board should set such criteria at this meeting.

## G. Act on Personnel Matters

### 2. Criteria for Breaking Seniority Ties in Relation to Certificated Layoffs

Cont'd)

Therefore, it is recommended that the following statement of criteria be adopted by the Board:

"In accordance with Education Code Section 44955(b), the determination of which certificated employee shall be terminated in cases of seniority ties shall be made by the Governing Board or its designee solely on the basis of needs of the district and the students thereof. The following factors shall be considered prior to making the decision: breadth of credentials; prior relevant experience; unique skills or abilities; professional preparation (i.e. advanced degrees or continuing education in assignment related areas). If, in the opinion of the Board or its designee, the above factors are essentially equal, the Assistant Superintendent Personnel Services may resolve the seniority tie by means of a lottery."

It is recommended that the Board adopt the above statement of criteria for breaking seniority ties in accordance with Education Code Section 44955(b).

## H. Approve Routine Action Items by Consent

Administration recommends the Board approve Routine Action Items H 1-10 as printed.

- \* 1. Purchase Orders (Mrs. Reul)
- \* 2. Disbursements (Mrs. Reul)
- \* 3. Appropriation Transfers (Mrs. Reul)
- \* 4. Agreements (Mr. Edmunds)
- \* 5. Non-Routine Field Trip for Madrigals to Participate in Performance Tour (Mr. Huckaby)

The Rubidoux High School Madrigals request permission to participate in a performance tour in Nashville, Tennessee on May 4-10, 1991. This will be a unique educational experience for these students.

Nashville is considered a "music capital of the world." During their stay in this culturally rich environment, the Madrigals will be performing at the state capital and Opryland.

The Madrigals will be supervised by Staci Della-Rocco, Director; Mr. and Mrs. F. Jenson, accompanists; and Karen Calhoun, accompanist. The cost per student is \$485 (which includes air fare, meals, and lodging). Fund raisers are being held to cover the expense of this tour. No student shall be denied the opportunity to participate in this activity due to lack of personal funds.

Administration recommends that the Board approve this non-routine field trip for the Rubidoux High School Madrigals Performance Tour in Nashville, Tennessee on May 4-10, 1991.

H. Approve Routine Action Items by Consent (Cont'd)

- \* 6. Non-Routine Field Trip for Rubidoux High School's Agriculture Department (Mr. Huckaby)

The Rubidoux High School agriculture department recently participated in the Indio National Date Festival Livestock Show on February 19-24, 1991. Students had the opportunity to practice agricultural skills, and to sell and exhibit their class projects.

There were 30 students from Rubidoux High School entered in this annual event. They were supervised by Rhonda Fuller (teacher), Linda Lamb (vocational assistant), and two parent volunteers. Participants were transported by district vehicles, and room accommodations were provided by Motel 6.

The cost per student was \$85. Funding for this field trip was provided by the individual student. No student was denied the opportunity to participate in this activity due to lack of personal funds.

It is recommended that the Board confirm administration's decision to approve Rubidoux High School's non-routine field to the Indio National Date Festival Livestock Show.

- \* 7. Non-Routine Field Trip for Rubidoux High School AFJROTC (Mr. Huckaby)

The Rubidoux High School AFJROTC Exhibition Team recently performed in the Southern California Invitational Drill Meet held at the Grand Hotel in Anaheim, California on March 1-3, 1991.

Exhibition teams from the top twenty-five schools in the United States were selected to compete in this prestigious event. There were 20 students in attendance. Supervision was provided by Colonel Carroll, Chief Cohens, and four parent volunteers.

This activity was funded by AFJROTC. Students were transported in private vehicles. Each team member was responsible for their own meals. No student was denied the opportunity to participate in this competition due to lack of personal funds.

It is recommended that the Board confirm administration's decision to approve this non-routine field trip to Anaheim to compete in the Southern California Invitational Drill Meet.

- \* 8. Out of State Conference to National Convention of the American Choral Directors Association (Mr. Huckaby)

Melva Morrison, Vocal Music Director for Jurupa Valley High School, requests permission to attend the National Convention of the American Choral Directors Association to be held in Phoenix, Arizona on March 14-17, 1991.

## H. Approve Routine Action Items by Consent

### \* 8. Out of State Conference to National Convention of American Choral Directors Association (Cont'd)

Ms. Morrison has been a member of this outstanding musical organization for the past ten years, and has attended and/or participated in both the national and western division conferences in the past.

She will have the opportunity to attend various clinics, enjoy the performances of choral groups from all over the United States, and learn new teaching strategies from world-renowned conductors. This is an inspirational experience that can be shared with students to help them become the best musicians possible.

Melva has volunteered to pay her own expenses (no reimbursement is expected). However, if this request is approved, a substitute teacher will be required for two days.

Administration recommends the Board approve the out of state conference for Melva Morrison, Vocal Music Director, to attend the National Convention of the American Choral Directors Association to be held in Phoenix, Arizona on March 14-17, 1991.

### \* 9. Approve for Review Video Production Handbook (Mrs. Roberts)

A textbook selection committee at Rubidoux High School is recommending that the Board approve for review the Video Production Handbook. The Fine Arts Department at Jurupa Valley High School has been consulted in this process, even though they currently do not plan to offer the course. This textbook is intended for use in the Video Production class which is included in the list of new courses submitted for approval.

High school administrators have assured the district office staff that the proper legal and factual analyses were completed. The recommendation was presented to the Instructional Council at its meeting on February 25, 1991. The textbook will be available for public review at the Instructional Media Center, and the Rubidoux and Glen Avon libraries for the time period specified in Board Policy 6162. After the review period, the textbook will be presented to the Board for approval.

It is recommended that the Board approve for review the **Video Production Handbook** for use in Rubidoux High School's Fine Arts Department beginning in the 1991/92 school year or when sufficient funds are available for the acquisition of new textbooks.



H. Approve Routine Action Items by Consent (Cont'd)

10. J.U.S.T. Advisory Board Members

(Mrs. Roberts)

An objective for the Office of Criminal Justice Planning Grant for the grant period, beginning October, 1990 to September 1991, is to add four members to the existing Advisory Board for the Jurupans United for Substance Abuse Training (J.U.S.T. Draw the Line) program. Miss Lorraine Rubio has invited the following people to participate as members of the Advisory Board:

Thomas Chagwidden, M.S., MFCC, ATC Counseling Services  
Donna Mares, Teacher, Mission Middle School  
David Weakley, Sergeant, Riverside County Sheriff's Department

It is recommended that the Board approve three additional members to the Advisory Board of the J.U.S.T. Draw The Line program.

I. Review Routine Information Reports

\*\* 1. Receive Reports Pursuant to Education Code #48915

(Mr. Anderson)

Education Code #48915 requires that when a school principal determines that expulsion is inappropriate for specific student discipline violations, the principal will report in writing to the Governing Board. Such reports are included in the supporting documents for Board members only. Information only.

\* 2. Cafeteria Fund Financial Report for Period Ending December 31, 1990

(Mr. Edmunds)

3. Staff Development Days

(Mrs. Roberts)

Following are additional staff development days that have been scheduled.

Staff Development Days

<u>Students not in attendance</u>	<u>School</u>	<u>Location</u>
March 8	Nueva Vista High Jurupa Valley High	Holiday Inn, Riverside
March 15	Mission Middle School	Mission Middle Library

ADJOURNMENT

JURUPA UNIFIED SCHOOL DISTRICT  
RIVERSIDE, CALIFORNIA

MINUTES OF THE REGULAR MEETING

TUESDAY, FEBRUARY 19, 1991

OPENING

CALL TO  
ORDER

The regular meeting of the Jurupa Unified School District Board of Education was called to order by President Sandra Ruane at 7:10 p.m. on Tuesday, February 19, 1991, in the multipurpose room at West Riverside Elementary School, 3972 Riverview Drive, Riverside, California.

Members of the Board present were:

ROLL  
CALL

Mrs. Sandra Ruane, President  
Mrs. Mary Burns, Clerk  
Mr. David Barnes, Member  
Mr. John J. Chavez, Member  
Mr. Jose Medina, Member

Staff Advisors present were:

STAFF  
PRESENT

Dr. John P. Wilson, Superintendent  
Mrs. Benita Roberts, Assistant Superintendent Education Services  
Mr. Rollin Edmunds, Assistant Superintendent Business Services  
Mr. Kent Campbell, Assistant Superintendent Personnel Services  
Mr. Jim Taylor, Director of Education Services, Elementary  
Mr. Doug Huckaby, Director of Education Services, Secondary  
Mr. Wilbert Anderson, Director of Administrative Services  
Mrs. Barbara Reul, Director of Business Services  
Mrs. Jana Twombly, Public Information Officer

FLAG  
SALUTE

President Ruane led the pledge of allegiance to the flag of the United States of America.

INSPIRATIONAL  
COMMENTS

Board member John Chavez made an inspirational comment.

COMMUNICATIONS SESSION

WELCOME FROM  
BOARD PRESIDENT

President Ruane noted that the location for the Board meeting was changed to West Riverside School to accommodate a larger group of people. She welcomed everyone and thank them for their interest in the school district.

ACCEPT  
DONATIONS  
-Motion #158

MR. CHAVEZ MOVED THE BOARD ACCEPT THE FOLLOWING DONATIONS WITH LETTERS OF APPRECIATION TO BE SENT: \$3,859 FROM VAN BUREN ELEMENTARY SCHOOL PTA FOR FIELD TRIPS AT THE SCHOOL; \$300 FROM ORCO BLOCK CO., INC. TO PURCHASE PLAYGROUND EQUIPMENT FOR WEST RIVERSIDE SCHOOL; \$200 FROM WEST RIVERSIDE COUNTY BUSINESSMAN'S ASSOCIATION TO BE USED AT THE DISCRETION OF THE SCHOOL DISTRICT. MR. BARNES SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

AFJROTC  
EXHIBITION  
TEAM TO  
PERFORM

The Assistant Superintendent Education Services announced that the Rubidoux High School Air Force Junior ROTC exhibition team has been invited to perform at the Southern California Invitational Drill Meet in Anaheim on March 1, 2 and 3. The team was selected as one of the top twenty-five schools in the United States to compete in this prestigious event. Col. Carroll has been given administrative approval for 22 students to participate. The Board will be asked to take confirming action at the March 4 meeting.

REPORT FROM  
RUBIDOUX STUDENT  
REPRESENTATIVE

Michelle Smith, Rubidoux High School student representative, made the following announcements:

- . Five students have their photography work on display at the Indio Date Festival Photo Salon. A trophy was awarded to Craig Neminski for an outstanding portrait entitled "JoAnn." Recognition was also given to George Limon, and William Alonso. Photographs entered in the Indio Date Festival will be displayed at the school library the first week in March.
- . Last week the wrestling team competed in the division finals. The top four teams will be participating next week in the Masters Meet and Rubidoux will be there.
- . Girls' basketball team won CIF playoff game and boys' basketball team has moved to the second round of CIF playoffs.
- . Mock Trial competition will be held February 23 and March 2 against fourteen other schools.
- . English Department is hosting a fundraiser on March 16.

Ms. Smith stated that many people were present at this meeting because of concerns about their jobs and the educational environment. Extracurricular programs are an important motivational factor for students, especially athletics and fine arts programs. A school without athletic programs has not been experienced by students of today, or by most adults when they were students.

REPORT FROM  
JURUPA VALLEY  
STUDENT  
REPRESENTATIVE

Ammie Wert, Jurupa Valley High School student representative, made the following announcements:

- . Valentine's Day unlawful mock wedding ceremony which included fifteen couples drew large crowds.
- . ASB's sweetheart bake sale was a profitable fundraiser.
- . ASB's VIP parking raffle and auction was successful.
- . Girls' softball held a fundraiser for equipment needs.
- . FFA students are participating in the Indio Date Festival this week.
- . CTBS testing is scheduled for February 26, 27, 28.
- . Swim Team has well over 100 members.
- . Ms. Wert noted that in light of all the proposed budget cuts, activities and sports are just as important as the educational environment and also enjoyed by the students.

President Ruane thanked both representatives for their input.

PUBLIC VERBAL  
COMMENTS

President Ruane noted that the Public Verbal Comments section was an opportunity for citizens to address the Board. She asked that comments be limited to five minutes.

HEAR COMMENTS  
ON PROPOSED  
BUDGET CUTS

Francine Rice, NEA-J President, stated that sample resolutions and a letter writing kit were available for the public to voice opposition to legislators on the suspension of Proposition 98.

Karen Bell, Rubidoux High School teacher, expressed concern about the manner in which the proposed cuts were presented showing the reductions with and without NEA-J's negotiated 6% increase. She pointed out that no final decision can be made until the state's budget is finalized. The district should not "rollover and play dead" or accept the State's proposed funding as adequate for education. Everyone must contact legislators and demand the Governor restore Proposition 98. Even if the teachers were to give up the salary increase, some reductions would not be restored given the proposed level of state financial support.

Peggy Taken, parent, said the State should be put on notice that it cannot get away with such drastic cuts in revenue which will require elementary schools to exist without libraries or nurses, and secondary schools without counselors and after school sports.

Rick Lucore, parent, stated that eliminating extracurricular sports at the high school level would be a step backwards for students. Many families would probably relocate because of insufficient programs and downturn of real estate values. Everyone should push Sacramento rather than rollover and accept drastic cuts in financial support.

Phil Stokoe, teacher at Jurupa Middle School, noted he was disappointed that the Budget Committee did not include a certificated and classified person, and administration did not advocate a strong force for passage of the local bond election. Another bond election should be called that is supported by the community so the district can pay its debts and prioritize its needs. The community should be kept informed on the status of the budget process.

Dee Jacobsen, CSEA President, stated that classified employees recognize the problems facing the district with the economics of today and are willing to work with the district to meet this challenge. However, they are not prepared to rollover and sacrifice employees' jobs. The two missions of any school district are to provide quality education and maintain safe and secure campuses. A reduction of staff threatens the success of these missions. The proposed budget cuts do not clearly state how many classified employees would be impacted, yet the affect on certificated and administrative is apparent. Thirteen classified positions have already been lost through attrition and layoff, and how many more. It has been pointed out that in both proposals, classified employees would be the hardest hit or as one person said, "they'll take it in the shorts."

HEAR COMMENTS  
ON PROPOSED  
BUDGET CUTS  
(Cont'd)

Ms. Jacobsen was aware the Education Code requires that notices be sent to implement layoffs, but the district should not keep its employees in suspense no matter how many it affects. With the CSEA contract coming up for re-negotiations, the Board should be sensitive to the needs of the classified employees if it expects them to be sensitive to the district's financial problems. The budget committee should also include input from a classified member of CSEA's choice. Any reductions are subject to negotiations and the Education Code states that volunteers cannot be utilized in lieu of any classified employee who has been laid off.

Margaret Doerr, employee of JUSD, said it was not an easy task to determine budget cuts. However, some cuts directly affect students, particularly those proposed for the elementary media centers, elementary instrumental music, sports, guidance and nursing services. Over half a million dollars has been spent on the literature-based language arts adoption. It has taken years to bring the elementary media centers or libraries up to uniform standards throughout the district. If media centers are eliminated, a large number of students may never see the inside of a public library before they leave high school. The love of books and learning begins in the elementary schools. The students in this district cannot afford cuts in the elementary media centers.

Ms. Doerr pointed out that instrumental music and sports programs are an incentive for some students to stay in school. Elimination of the elementary instrumental music program would be a loss to students who cannot afford private lessons, to parents who have invested several hundred dollars, and to the quality of the middle school instrumental programs. A list of suggestions that do not involve students so directly is submitted again for the Board's review.

Michelle Sinsal said the district should not peaceably allow the State to enforce cuts on school districts. The people voted for Proposition 98 and it's the government's responsibility to provide the funds for quality education. Today's students face gangs, drugs and illiteracy. More support services are needed to enable children to resist these temptations.

Another parent stated that politicians should be told they are not representing the voice of the people. Teachers should teach students how America works and about non-violent forms of protest such as letters, video tapes, telephone calls, etc.

Cook Barela, former board member, stated that important programs proposed for reduction should be reconsidered by the Board because in the long run, the students will suffer. The elementary instrumental and vocal music programs are motivational for students, and nurses prevent liability against the district in the performance of numerous everyday duties. Alternatives that have not been considered are shifting block grant funds from programs that do not affect children, establishing educational Channel 1 which provides equipment and services for the classroom, and eliminating Board benefits. Failure to maintain teacher salaries at a competitive level is the reason school districts and children suffer. Let's call upon the Governor to bring up the standards of education.

HEAR COMMENTS  
ON PROPOSED  
BUDGET CUTS  
(Cont'd)

Marylu Barela, Jurupa PTA Council president, stated that AB 322 requires all school districts to implement a parent involvement policy. Many parents are involved in children's education as evident by the large turnout this evening. Parents should have been polled regarding the proposed cuts because they can make informed decisions.

Denise Calderon, Administrative Secretary in Business Services, stated that efforts of the Budget Committee are appreciated. This was not an easy task. However, considering that 89% of the General Fund budget is designated for salaries and benefits, the proposed cuts seem unfair to the students and the individuals who would be reassigned and laid-off if the cuts took effect. Suggestions for the Board's consideration are: 1) The district would save approximately \$1.4 million if every employee took a salary reduction of 3%. Considering all employees received a 7.5% cost of living allowance this past July, this would be fairer than singling out certain programs and certain individuals. 2) The district pays out approximately \$2 million each year on tax sheltered annuities for employees. Perhaps at one time this district could afford to give their employees this added benefit, but that time has now past. 3) By switching from a cafeteria plan to a mandatory insurance plan, the district could save about \$1.5 million. 4) If the certificated unit agreed to suspend the 6% increase outlined in their contract, the above suggestions would reduce expenditures by \$2.9 million. 5) The remaining \$500,000 needed to balance next year's budget could be realized by reducing the district's reserve from \$1.5 million to \$1 million. Ms. Calderon challenged the Board and every employee to consider these suggestions. If employees are to "tighten their belts" then let each employee do just that, not a select few, and definitely not the students of this district.

Chuck Dunn, Resource Specialist at Jurupa Valley High School, noted the district may be broke but there are different places to get money such as at the administrative level. He indicated that he would be willing to forego a salary increase because the Jurupa District is one of the best paying for teachers in Riverside county, if not in California.

Tish Jokela, Elementary Media Center, stated that employees at all levels are concerned about the proposed budget cuts. The district has one credentialed librarian who oversees eighteen school site libraries under a successful program. The State recommends a credentialed librarian at each high school. Hundreds of hours were spent over the years to bring the libraries up to standard. Should the Board eliminate elementary media clerks at schools, doors on the libraries would be locked. Reading is a vital part of education. Students need to be exposed at the elementary level in order to develop appreciation as they progress to the secondary level. Nine elementary media center clerks have been recognized as outstanding employees because they care about children and understand the important role of the library. The California Education Code states that no district may use volunteer aides in lieu of classified employees under an abolished position. The intent of the legislation was to use volunteer aides to enhance education programs, but not for displacement of classified employees so that volunteers would be utilized for regular employee requirements.

HEAR COMMENTS  
ON PROPOSED  
BUDGET CUTS  
(Cont'd)

Patricia Allen noted that it's apparent nobody wants all these cuts. The lady from the district's Business Office has suggested some good possible alternatives for raising funds to balance the budget. The Board should defer action until it has an opportunity to review those alternatives.

Paul Forand noted another alternative for balancing the budget might be to start at the top. Students should be able to start at the top and watch from the bottom.

Bill Anderson, Director of Administrative Services, urged the Board to review other suggestions for reducing the budget other than suspending the teachers' raise. He noted that his position as Director of Administrative Services was cut for budgetary reasons. He felt it was a good cut because the current building program is without funds, but there may be other areas at the administrative level that could be trimmed to free up portables for expansion of West Riverside School. Cuts should be made in non-curricular or extracurricular activities. Money could also be saved by reducing graduation requirements from 230 to 200.

Marty Shumaker suggested the Board table any action on the proposed cuts and encourage parent participation. The elementary band program means a lot to children. Its elimination will destroy the program at the secondary level. Such programs build creativity, self-esteem, and leadership skills. The athletic and music programs provide opportunities for scholarships to students who might not otherwise be able to attend college. Parents have invested in instruments and also provide support to the programs. Because of the economic condition some companies have not given raises for over a year. Teachers may have to give serious consideration to maintaining salaries at the current level.

Matt Shumaker, student, commented that the elementary band is a very good experience for children and is one of the most popular ways to get a scholarship to college. He noted the teacher is great and he would be happy even if they met only once a week.

Tanya Wilson noted that she has been a member of this community since 1967 and a graduate of Rubidoux High School. She felt that many people in this community who are less fortunate will be most affected by the proposed budget cuts. The manner in which the cuts were presented put the brunt of the decision on the teachers. Educators are aware that the early years of a child's life are critical in developing character and self-esteem. The cuts at the elementary level could lead to an increase in illiteracy and crime, and the statistics in the Jurupa area are already too high. The Board has a tough job, but the proposed cuts will affect the youth in this community. Consider requesting input from teachers, parents and community members in order to make decisions that don't affect the children first. Several hundred signatures have been collected in opposition to closing the libraries. Children learn to read by being in the presence of books. A library is not a luxury but one of the necessities of life.

HEAR COMMENTS  
ON PROPOSED  
BUDGET CUTS  
(Cont'd)

Eddie D. Smith, resident of the community for fifty years and an active participant in the school district since 1945, urged people to contact Steve Clute for support. She also said the district should hire more black teachers and administrators.

Virginia Schanz, nurse in the school district, reviewed that in 1966 the school district had 8500 students and 8 nurses. Now it has 15,000 students and 10 nurses. The ratio is 1 school nurse to 1500 students. A cut of half the nurses would result in 1 school nurse for 3000 students. Jurupa has a reputation for an exemplary program which provides many services such as testing vision and hearing, monitoring of medications, screening for communicable diseases, managing a dental program, providing counseling, etc. She pointed out that the office staff at the schools do not want to make professional judgments regarding the health status of children. Jurupa's nurses are proud of their services and anxious about the proposed cuts. The healthy child is a more educable child.

Jill Troser, guidance coordinator for fifteen years, has observed Rubidoux High School progress from serious discipline and gang problems to a safe campus for children that provides a quality education. The focus on eliminating programs will be harmful to children in the district. Guidance coordinators at both high schools assist in maintaining a safe environment for teachers and a learning environment for students. They are in contact with students throughout the day and involved in many aspects of counseling in students' school and home life. In 1984 the Guidance Department won the H. B. McDaniel award for its exemplary program. Opening the 1991/92 school year without guidance coordinators will not only eliminate many services to students but also the counseling that guides students through the high school program. The results could be an increase in dropout rates, fewer graduates, and fewer people moving into the community. Ms. Troser urged the Board not to cut support services. The budget crisis is not the fault of the students and they should not be punished.

Jeri Smith, parent, commented that teachers spend a lot of their own money on the children. Students will not have a chance to apply for band or athletic scholarships if the programs aren't there. Nurses are very supportive of children and their friendship would be missed. The Board should reconsider budget cuts for our children's sake.

Sandy Duffy noted that schools emphasize team work among teachers and parents and many of them have become dear friends. She resented a plan that eliminates the teachers' raise and yet a plan that eliminates sports could lead to students getting involved with gangs and drugs. She felt this could have been avoided if parents had an opportunity to give input. The high schools have strong booster clubs which can be counted on for help.

Mary Taber, elementary media center clerk at Pacific Avenue School, and active member of the community and school district since 1968, said several speakers presented some sound ideas. She would take a pay cut so programs could continue and the district would not lose its large financial investment in the libraries. A loss of nurses and counselors would be a loss in ADA and further loss in programs. Ms. Taber asked the Board to pressure the State to make the necessary changes in order to provide a quality education program.



HEAR COMMENTS  
ON PROPOSED  
BUDGET CUTS  
(Cont'd)

Susan Jahn stated that as a parent and elementary media center clerk, closing the libraries could put a wedge between books and students that is never recovered. Students not only check out books but also learn how to use the library which enhances the regular curriculum. Students can't afford to attend middle schools and be ignorant about the structure of the library.

Ammie Wert, student representative of Jurupa Valley High School, noted that she has heard people talk for two hours about cuts with very few solutions. If everyone could observe the responsibilities of the teachers, they would know it was not for the money. Board members have children too. The State has unloaded on the school districts and now they have to deal with it. This may not be a perfect plan, and maybe it can be changed, but all of us should work together.

- Board member Jose Medina thanked everyone for their comments. He explained that this was just the beginning of the process and suggested that the next meeting be held at a larger place such as Jurupa Middle School.
- Board member John Chavez reported that he is a member of a group in the Jurupa area named "Parents Against Gang Aggression." The group is concerned about the number of expulsions, providing recognition and scholarships for achievers, and financial problems in the school district. The group plans to meet on a regular basis.

Mr. Chavez stated that during his fifteen years with the Board of Education, this was the darkest and most difficult budget process. He was proud of the progress this district has made during his tenure on the Board. It has come a long way during a tremendous period of growth. He suggested calling a special meeting so Board members may further review the recommendations and have a thorough understanding of their affects on staff and students.

- Board member David Barnes withheld comments until discussion of the 1991/92 budget.
- Board member Mary Burns thanked district staff and the public for attending the meeting and expressing their views. She agreed that the Board needed more time to review the recommendations.
- President Ruane also thanked everyone for expressing their concerns. Each of the proposed cuts would be reviewed and discussed this evening.

**ACTION SESSION**

APPROVE  
MINUTES  
-Motion #159

PRESIDENT RUANE MOVED THE BOARD APPROVE MINUTES OF THE FEBRUARY 4, 1991 REGULAR MEETING AS PRINTED. MR. MEDINA SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

DEFER  
PRESENTATION

A presentation by principal Donna Henderson of Pacific Avenue Elementary School was deferred to a future meeting.

REPORT ON  
1991/92  
GENERAL FUND  
BUDGET

The Superintendent stated that 1991/92 represents the second year in which the school district's budget has been severely impacted by a shortfall in state revenues. The clear financial emergency which exists in the State of California and for the Jurupa District makes substantial budget cuts necessary. School districts are being asked to shoulder a major portion of the state revenue shortfall. He emphasized the importance of phoning or writing letters to legislators to protest the suspension of Proposition 98. He also thanked everyone for attending the meeting and showing strong support for programs in the district.

The Assistant Superintendent Business Services reviewed 1991/92 Revenue/Expenditure Assumptions in the supporting documents, C pages 5-6-7. This preliminary budget projection was developed using the 1990/91 budget as a base and then modifying it to include estimates for revenue and expenditures. This resulted in a deficit of about \$5,418,000 for next year.

The Superintendent reviewed a proposed plan in the supporting documents, C pages 1-4, which included a list of reductions with the negotiated teacher salary increase (Column 5), and a list of reductions without the increase (Column 7). The 61 recommendations in the plan consisted of reduction or elimination of positions, supplies and/or services in the two alternatives as shown in Columns 5 and 7. The Superintendent emphasized that proposed budget cuts were the result of careful and thorough study, taking into consideration the affect on personnel and services to students.

Mr. Medina noted that although he and Mr. Barnes were involved in the budget process, it should not be assumed that they were in total agreement with the plan as outlined.

Mr. Barnes pointed out that the district is limited to what can be done to balance the budget for 1991/92. Some employee suggestions, such as those dealing with benefits, for example, were negotiable. The proposed reductions will continue to be re-evaluated. Mr. Barnes also noted that he would not be in favor of budget cuts in Column 5 (reductions with certificated pay raise), because it would result in the elimination of many important programs. The three board members, who were not on the committee, may have some questions in reviewing the proposed plan.

President Ruane also said she would not support Column 5, and would be willing to discuss each item in the plan.

Mrs. Burns commented that one of the first places she and Mrs. Ruane visited at the school sites were the libraries. She planned to contact several people who addressed the Board this evening and give serious attention to the recommendation to close the libraries.

SCHEDULE SPECIAL  
BOARD MEETING  
-Motion #160

MR. CHAVEZ MOVED THE BOARD SCHEDULE A SPECIAL MEETING IN PUBLIC FOR THE PURPOSE OF HEARING ANY ADDITIONAL COMMENTS, REVIEWING COMMENTS FROM THE FEBRUARY 19 MEETING, AND FURTHER DISCUSSING THE PROPOSED LISTS OF BUDGET CUTS. MRS. BURNS SECONDED THE MOTION. President Ruane stated the meeting would be scheduled for Monday evening February 25 since the next regular school board meeting is March 4. The time and location will be announced. THE BOARD VOTED ON THE MOTION WHICH CARRIED UNANIMOUSLY.

<p>UPDATE ON PERALTA SCHOOL SITE</p>	<p>The Superintendent reported that the State Allocation Board has taken action to purchase the Peralta school site but does not have the funds to do so.</p>
<p>EXPEL PUPIL CASE #91/27 -Motion #161</p>	<p>MRS. BURNS MOVED THE BOARD EXPEL THE PUPIL IN DISCIPLINE CASE #91/27 FOR PHYSICALLY ASSAULTING ANOTHER STUDENT. MR. MEDINA SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.</p>
<p>APPROVE PERSONNEL REPORT #15 -Motion #162</p>	<p>PRESIDENT RUANE MOVED THE BOARD APPROVE PERSONNEL REPORT #15 AS PRINTED. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.</p>
<p>"WINDOW PERIOD" FOR GOLDEN HANDSHAKE PROGRAM -Motion #163</p>	<p>The Superintendent stated that among the many suggestions for budget savings was the suggestion to provide incentives for employees who might consider retirement.</p> <p>MR. MEDINA MOVED THE BOARD, IN IMPLEMENTING THE PROVISIONS OF EDUCATION CODE SECTION 22726, AUTHORIZE AND ESTABLISH A 120 DAYS PARTICIPATION PERIOD FOR THE GOLDEN HANDSHAKE PROGRAM BEGINNING ON MAY 1, 1991 AND ENDING ON AUGUST 25, 1991. MR. BARNES SECONDED THE MOTION. Mr. Chavez stated that he would vote against the motion because the district may be creating another financial problem. Although some money would be saved by hiring newer teachers, it does not eliminate the shortage of funds in the district to add teachers. Mrs. Burns noted that the program seems to be a viable option for teachers' consideration. THE BOARD VOTED ON THE MOTION WHICH CARRIED 4 TO 1; NAY, MR. CHAVEZ.</p>
<p>ELIMINATE AGE RESTRICTION FOR PROGRAM -Motion #164</p>	<p>MR. MEDINA MOVED THE BOARD, IN ORDER TO COMPLY WITH THE NEW LAW, MAKE THE GOLDEN HANDSHAKE PROGRAM AVAILABLE TO ELIGIBLE EMPLOYEES REGARDLESS OF AGE. PRESIDENT RUANE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.</p>
<p>APPROVE ROUTINE ACTION ITEMS -Motion #165</p>	<p>The Board reviewed routine action items. The Superintendent noted that proposed Resolution 91/27 concerning SB 2557, Property Tax Collection fees, was hand carried to the meeting for the Board's review. He noted the County Board of Supervisors could charge the school district approximately \$140,000 a year for collecting property taxes. The County has held public hearings but no decision has been made at this time. CSBA has taken legal action in opposition to SB 2557. MR. BARNES MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS G-1 THROUGH G-11 INCLUDING RESOLUTION 91/27 AS PRINTED: PURCHASE ORDERS; DISBURSEMENTS; APPROPRIATION TRANSFERS; AGREEMENTS; MONTHLY PAYROLL; CERTIFICATED EXTRA COMPENSATION; CLASSIFIED EXTRA TIME; CLASSIFIED OVERTIME; RUBIDOUX HIGH SCHOOL SWIM TEAM SEMINAR; TEEN LEADERSHIP CONFERENCE; RESOLUTION 91/27, CONCERNING SB 2557, PROPERTY TAX COLLECTION FEES. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.</p>
<p>REVIEW ROUTINE INFORMATION ITEMS</p>	<p>The Board reviewed routine information items: Report on Comprehensive Teacher Education Institute Grant; Report on Chapter 2 Summer School Academics; Review Minutes of District Advisory Committee and District Bilingual Advisory Committee Meeting #2; Report on rideshare Program Implementation; Staff Development Days.</p>

**CLOSED SESSION**

At 6:00 p.m. on Tuesday, February 19, 1991, the Board met in Closed Session in the Superintendent's office at the Education Center. All Board members were present. Also in attendance were the Superintendent and other administrators.

At 6:55 p.m. President Ruane called a recess of the Board from Closed Session to open the Public Session.

At 10:25 p.m. President Ruane adjourned from Public Session to continue with Closed Session in the Superintendent's office and action may be taken.

REASSIGN TO  
ADMINISTRATIVE  
POSITION  
-Motion #166

MR. MEDINA MOVED THE BOARD RELEASE DOROTHY BACA FROM HER ADMINISTRATIVE POSITION AND REASSIGN HER TO THE POSITION OF COORDINATOR OF BILINGUAL EDUCATION AT THE END OF THE CURRENT 1990/91 SCHOOL YEAR, AND THAT THE SUPERINTENDENT BE DIRECTED TO GIVE WRITTEN NOTICE OF THIS ACTION PURSUANT TO EDUCATION CODE SECTION 44951. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

REASSIGN TO  
ADMINISTRATIVE  
POSITION  
-Motion #167

MR. MEDINA MOVED THE BOARD RELEASE LUPE LOPEZ FROM HER ADMINISTRATIVE POSITION AND REASSIGN HER TO A TEACHING POSITION AT THE END OF THE CURRENT 1990/91 SCHOOL YEAR, AND THAT THE SUPERINTENDENT BE DIRECTED TO GIVE WRITTEN NOTICE OF THIS ACTION PURSUANT TO EDUCATION CODE SECTION 44951. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

**ADJOURNMENT**

There being no further business, President Ruane adjourned the meeting from public session at 11:25 p.m.

**MINUTES OF THE REGULAR MEETING OF TUESDAY, FEBRUARY 19, 1991 ARE APPROVED AS**

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_____ President	_____ Clerk
_____ Date	

JURUPA UNIFIED SCHOOL DISTRICT  
RIVERSIDE, CALIFORNIA

MINUTES OF SPECIAL BOARD OF EDUCATION MEETING

MONDAY, FEBRUARY 25, 1991

OPENING

ALL TO  
ORDER

The Special Meeting of the Jurupa Unified School District Board of Education was called to order by President Sandra Ruane at 7:05 p.m. on Monday, February 25, 1991, in the multipurpose room at Mission Middle School, 5961 Mustang Lane, Riverside, California.

Members of the Board present were:

ROLL  
CALL

Mrs. Sandra Ruane, President  
Mrs. Mary Burns, Clerk  
Mr. David Barnes, Member  
Mr. John J. Chavez, Member  
Mr. Jose Medina, Member

Staff Advisors present were:

STAFF  
PRESENT

Dr. John P. Wilson, Superintendent  
Mrs. Benita Roberts, Assistant Superintendent Education Services  
Mr. Rollin Edmunds, Assistant Superintendent Business Services  
Mr. Kent Campbell, Assistant Superintendent Personnel Services  
Mr. Jim Taylor, Director of Education Services, Elementary  
Mr. Doug Huckaby, Director of Education Services, Secondary  
Mr. Wilbert Anderson, Director of Administrative Services  
Mrs. Barbara Reul, Director of Business Services  
Mrs. Jana Twombly, Public Information Officer

FLAG  
SALUTE

President Ruane led the pledge of allegiance to the flag of the United States of America.

PUBLIC VERBAL  
COMMENTS

President Ruane noted that Board members have received packets of all public comments made at the February 19 meeting for review and consideration.

The Public Verbal Comments section was an opportunity for citizens to address the Board. She asked that comments be limited to five minutes.

HEAR COMMENTS  
ON PROPOSED  
BUDGET CUTS

Beverly Barnett, teacher at West Riverside Elementary School, distributed packets of letters written by students as part of a class project to inform them about the financial problems in the district and provide an opportunity for suggestions.

AR COMMENTS  
PROPOSED  
DGET CUTS  
ont'd)

Robert Duffy, co-captain of the water polo and swim teams at Jurupa Valley High School, was very concerned about the affects eliminating the athletic program. Water polo went to CIF in its first year and members have high grade point averages which could make them eligible for scholarships. The swim team has over 120 members. Mr. Duffy commented that every sport builds pride in students and provides an opportunity to excel. Jurupa Valley High School is new and has many accomplishments ahead. Students would greatly appreciate if the Board retained the athletic program at Jurupa Valley High School.

Jay Hakomaki, vice president of the Rubidoux band, stated that extracurricular activities such as music and sports also teach students responsibility, commitment and discipline. Eliminating these programs would have as negative an impact as eliminating English or math. About 20% of seniors attend college and many of them on music or athletic scholarships. A house cannot be built without a foundation so let's do more for the students instead of less.

Marylu Barela, Jurupa PTA Council president, stated that she was addressing the Board on behalf of the children and the nurses. The nurses believe the quality and quantity of learning is in direct proportion to students' physical and emotional level of health. They serve as an integral part of the educational process. Ms. Barela reviewed the many responsibilities and accomplishments of the district's nurses. She noted that a majority of the schools have many low income families. The school nurse has been able to make a difference in their lives by providing financial support, food, and counseling as well as preventing loss of ADA through their special efforts. Ms. Barela distributed a report prepared by district nurses entitled, "JUSD School Nurses' Report - Healthy Children Learn Better. Eliminating such positions may save the district money but would jeopardize the students. She requested the Board reconsider cutting the school nurses' program.

Sara Lampe, Park District board member, stated that she was upset with the budget proposed by the school board. Children need recreation and athletics for a well-rounded life. Ms. Lampe stated that while in Sacramento, she contacted several school districts to discuss their budget process. None were in the process of eliminating the athletic programs. She also noted that this was the only agency in the area whose board members receive benefits and she asked that they consider at least eliminating some portion. Mr. Chavez indicated that issue would be reviewed as part of the budget process at a future board meeting. Mrs. Lampe said she realized the financial crisis was not unique to this district and that it was statewide, but our children's future is at stake.

Tiffany Saran, student at Glen Avon School, presented petitions with 362 student signatures in support of maintaining the library. She noted that some staff members were willing to give up a portion of their paycheck to keep the library. It was not fair to students who love the library.

EAR COMMENTS  
I PROPOSED  
BUDGET CUTS  
(cont'd)

Vonetta Green, president of the Rubidoux High School student body, stated that the proposed budget cuts will have a large affect on many children who already realize that athletics, counselors, nurses, etc. have helped them to be better students and are just as important as good grades. Many students come from families in the low income range. They depend on these activities to bring them happiness. Maybe the Board should start trimming from the top. Ms. Green pointed out that the staff and current program at Rubidoux High School has made her excel and reach for higher goals. If this is taken away, where will students go from here.

Gwyn Allie, member of the Rubidoux High School vocal music club, addressed the Board on behalf of all activities. At a recent assembly the first words were "Be Excellent!" She noted that this country is recognized as a great nation and that has developed through everyday activities such as athletics, fine arts, and academics. She would appreciate if these programs could continue in this district.

Sandra Pina, student at Rubidoux High School, stated that teachers and programs have been very helpful to her success in school and are a very important part of her life. She did not want to lose this opportunity for her sisters and relatives.

Nancy Jones, who has been a teacher at Rubidoux High School for 25 years, stated the Board didn't mismanage funds in the first place, didn't make these erratic proposals, and didn't decide that all these programs should be excluded. She asked the Board to make rational and unbiased decisions when it comes to the final vote. Ms. Jones read a poem she wrote entitled, "These are the people I cannot do Without."

Debbie Buckhout, teacher at Jurupa Valley High School, stated the proposals cut all vital support services at all levels. Much time has been spent explaining the vital nature of nurses, psychologists, counselors, school libraries, etc. Everyone knows how important these programs and services are to quality education for our students. The two budget proposals undermine quality education and will cut vital programs and divide people from working harmoniously for many years. Implementation of either proposal, with or without the teachers' pay increase, may solve some problems but only with a good working relationship. Education should not come disapporportionately out of anyone's salaries. It's time the community has a chance to make some decisions about the kind of education they want. California students receive less per student than any other state in the union.

Jeri Smith, parent, said she recently heard that promotion exercises at middle school may be discontinued because of lack of funds. Budget cuts are affecting all areas. Many children won't be able to take the programs that offer an opportunity for scholarships. One source said that students have to rank in the top 12% to get into college. Teachers manage to contribute money towards the needs of children and she wondered if Board members do the same.

AR COMMENTS  
| PROPOSED  
| BUDGET CUTS  
| Cont'd)

In response to Ms. Smith, Mr. Medina said that as a teacher he understands the need to help financially and realizes that all teachers, especially at the elementary level, want to help the students.

Melody Arganda stated that because of the proposed cuts, many children will be open targets for gangs and drug dealers. If the cuts are necessary, then give the teachers a 6% raise because they will be required to do more for less money.

Brandy Martin, student at Jurupa Valley High School, stated she has been encouraged by her counselor to stay in school and do the best she can. Students would most likely quit school if it weren't for the counselors. If everything is taken away, you might as well lock the doors to schools.

Kristi Parker stated the music program, including the band, is important to children's self-esteem. The basic responsibility of schools is to foster intelligence and emotional growth. Music develops the qualities that promote total growth of students.

Cook Barela, parent, said he appreciated hearing comments from students as well as parents. He asked that board compensation and benefits appear on the next agenda for consideration. The Governor's office has been contacted and there doesn't seem to be an emergency at the state level that would require such cuts by the school district. He suggested selling some district-owned property to build up the reserve.

Chuck Dunn said he was speaking as a teacher and representative of the community. He noted that a business is run by trimming fat at the top. He felt an emergency does exist, but did not know to what extent. Some districts as far as northern California have the same problems. The former board gave teachers the raise in good faith. However, it will affect programs and the children should come first.

Deborah Bennett, teacher at Jurupa Valley High School, stated that a professor at UCR was highly complimentary of high school guidance coordinators. The official list of responsibilities of guidance coordinators has eleven major categories but their responsibilities extend far beyond that. The guidance coordinators have a system that has worked well for so long, she urged the Board not to change it to something less.

Mr. Barnes stated that it was obvious all the people making presentations this evening were highly interested in the education system and welfare of students in this community. He pointed out that everyone from the Superintendent to the custodians and teachers are extremely concerned about lack of funding from the state and its impact on the district's programs. He felt a lot more headway would be made if everyone worked together toward some solutions instead of spending time finger pointing.



EAR COMMENTS  
I PROPOSED  
BUDGET CUTS  
(cont'd)

Mr. Barnes explained that about 85% of the cuts were in salaries. For example, eliminating the athletic program refers to coaches, the music program refers to teachers, etc. If suspension of Proposition 98 and a "0" COLA becomes a reality, decisions will have to be made on the proposed cuts. Mr. Barnes felt the Board has kept the public informed through the newspapers and has invited suggestions and heard concerns through public meetings. The Board will continue to give serious consideration to these valid concerns and talk to teachers about amendments.

Kathy Hakomaki read a statement as a representative of the Rubidoux High School Delta Alliance Corps. She noted the importance of the music program at all levels in developing many learning skills and characteristics that are helpful to students throughout life. The state provides money for a well rounded education and that should include fine arts, and yet it is continually hacked year after year. The proposed budget cuts as they stand, with the elimination of the instrumental music program, are totally unacceptable.

Dee Dee Reinen, student representing the Delta Alliance Corps, stated the band program has been very successful and received many awards. This would not have been accomplished without the dedication of the Director and support of the parents, and the district offering the opportunity to students at such a young age. About 80% of students in the band started in the elementary schools. Eliminating the elementary program will create a real hardship at the secondary level.

Joanne Scott thanked the Board for the opportunity to voice some concerns as an active member of the community, and parent and employee in the school district. The elementary libraries have grown and the program has grown to meet the needs of the students. Reading is a vital part of education. It would be very disappointing to eliminate the libraries at a time when such strides have been made. Ms. Scott also noted that cuts in the nursing program could affect the safety of the children. As an elementary secretary she observes first hand the many duties that are performed throughout the day in the school nurse's office which have significant meaning to the parents of this community. In some schools, the nurse is the only medical attention the children receive. The nurses refer children to Operation School Bell for clothing. Ms. Scott asked the Board to consider all alternatives as they make final decisions that will affect services in the areas of maintenance, grounds, custodial, nursing, media clerks, etc. The jobs are there because they're needed. She also asked the community to stand behind the Board and contact legislators in Sacramento urging them to support the reinstatement of Proposition 98. The only other suggestion, to save these cuts is for all district employees to "bite the bullet" and accept a salary freeze.

Cathy Hood, parent, stated that she has over 1000 signatures of parents, employees, and community members in favor of keeping the library at Indian Hills as well as other schools open. She emphasized the importance of having literature available in schools for children because many parents cannot afford to buy books.

AR COMMENTS  
| PROPOSED  
| BUDGET CUTS  
| ont'd)

Charles Sheppard, field representative on behalf of California School Employees Association, noted that petitions circulating among employees have not been endorsed by employees of CSEA. He noted that CSEA has not relinquished its responsibility or obligation to negotiate with the district concerning working conditions. The Board has been put on notice that CSEA expects to negotiate the affects of any layoffs. Education Code 35021 prohibits a school district to utilize volunteers for employees. He felt the economic dilemma in the school district was not a creature of Sacramento but a creature of decisions made over a long period of time and, therefore, proposed that the emergency clause may not be germane to the current budget condition.

Karen Bell, teacher at Rubidoux High School, stated that she disagreed with Mr. Sheppard's comments. Most of the district's problems are lodged in Sacramento. The Governor has suspended Proposition 98 to replace it with other programs that are not good in a shortfall year. The voters passed Propositions 98 and 111 to guarantee that education will have its fair share of funding. Everyone must contact the legislators and demand they vote against suspension of Proposition 98. She also noted that decisions regarding budget cuts should not be made until the state legislature decides how much money will be allowed to fund schools. The Board and administration will continue for the next two months to consider other proposals. In the meantime, communities, churches, organizations and clubs should write to the Governor and legislators about their concerns. Ms. Bell complimented the students for taking an active interest in the district. She encouraged them to write to their legislators and put their learning experience to work.

Sheila Ladwig stated that after reviewing the proposed cuts for 1991/92, she believed the teachers deserved a 6% pay increase, but it may be necessary for the Board to renegotiate a lower percentage. She said the elimination of two assistant principals should not be associated with teacher pay raises. These positions are needed and should not be cut.

Lorraine Ellison stated that eventually the only children who will get a quality education are those whose parents can afford it. The community should request Governor Wilson to enforce the voters' wishes on Proposition 98. She referred to a Press-Enterprise article that notes the Governor makes four times more than teachers and yet he's asking them to take a cut.

Clint Bradford stated that the district had a lot of resources available to come up with some other ideas for cuts. He did not want to see the curriculum deteriorating.

Karen Bradford noted that she attended a meeting two weeks ago that centered on concerns of families and improvement in the quality of life. The major focus was on the education of young people to be responsible members of society. She said it was beyond her comprehension that the district was considering the elimination of counseling programs. Current psychologists are overworked and not able to provide all the services children need.

AR COMMENTS  
PROPOSED  
DGET CUTS  
ont'd)

Roy Rupe addressed the parents at the meeting and suggested they attend at least one board meeting every two months so they are informed. The athletic program is valuable to the well being of the children. The Board should preserve it at whatever sacrifice and parents should support the athletic teams by attending the games. Employees are well deserving of their salaries, but everyone should ask themselves if they are doing their share.

Robert McIntosh, ASB president of Jurupa Valley High School, stated the students and staff have worked hard for the past two years to have an active program and be involved in the community. Counselors, teachers and staff have been very supportive. Without these fine people no amount of student effort would work. Students are in the process of forming a foundation as future citizens, but the people students count on in various programs are in jeopardy. If the swimming pool is not used next year, how does the district propose to pay back the block grant.

Bobby Hernandez, resident for the past 38 years, stated that it was time for this community to be more involved in the decision-making process in this school district. A majority of the teachers do deserve a pay raise. He suggested having two plans. A plan that everybody wants and an alternative plan for cuts that has been developed by a citizens committee composed of school district and community members.

DARD MEMBER  
EPORTS &  
OMMENTS

- Board member Jose Medina stated that he chose to run for the school board because as a parent he was concerned about education. Board members' first concerns are the children and providing a quality education. Unfortunately, some cuts will have to be made and they will be given serious consideration. The proposed cuts were based on current information and final decisions will be made based on the revenue from the state. Mr. Medina encouraged everyone to contact Sacramento and ask for more financial support for the school districts.
- Board member Mary Burns stated that she has been an environmental activist on several issues and support from the community resolved those issues. The proposed budget cuts are threatening and will affect the entire school district. Each person's comments are important and valuable. She thanked everyone for their support as the district moves through the budget process.
- Board member John Chavez stated that he has been on the Board for a number of years and was impressed with students' comments this evening. The morale and performance of students have steadily increased over the years along with the educational program. People in other districts have heard of Jurupa District's accomplishments. He explained that some decisions have to be made to keep the district's options open pending the outcome of the state budget.

BOARD MEMBER - President Ruane welcomed input from parents and community. Someone  
REPORTS & had asked if Board members contribute to children. Mrs. Ruane stated  
COMMENTS that she and Mrs. Burns had just spend four days working with the FFA  
Cont'd) to make it a successful event at the Indio Date Festival.

COMMENTS BY The Superintendent stated that he will continue to be proud of  
SUPERINTENDENT serving the Jurupa Unified School District. As in a family, a  
shortage of money and difficult decisions puts a strain on  
relationships. The support of employees and the community will get  
the school district through a very critical time. He referred to an  
earlier agenda that stated the proposed cuts were so severe that  
appropriate supporting services would cease to exist. The  
Superintendent emphasized that there is a fiscal emergency in the  
State of California and for the most part it originated in  
Sacramento. Unless the legislators vote against the suspension of  
Proposition 98, the cuts will occur.

The Superintendent noted that one of the purposes of this meeting was  
for the Board to go on record officially in opposition to the  
suspension of Proposition 98. It is the responsibility of every  
citizen to take personal and positive action to prevent this from  
happening.

#### ACTION SESSION

ADOPT RESOLUTION MR. CHAVEZ MOVED THE BOARD ADOPT RESOLUTION #91/28, OPPOSING THE  
OPPOSING SUSPENSION OF PROPOSITION 98. PRESIDENT RUANE SECONDED THE MOTION.  
PROPOSITION 98 Mr. Medina added that the resolution has the wholehearted backing of  
-Motion #168 every member on the School Board and every person attending this  
meeting. THE BOARD VOTED ON THE MOTION WHICH CARRIED UNANIMOUSLY.

RECESS At 9:45 p.m. President Ruane called a brief recess. The Board  
reconvened in public session at 10:08 p.m.

DISCUSS 1991/92 The Superintendent stated that the Special Meeting was called to have  
GENERAL FUND more input from the community and staff members concerning the  
BUDGET proposed list of cuts to balance the 1991/92 budget. Unfortunately,  
the Board has little room to adjust figures and the solution must be  
an increase of income to the district. The second purpose of the  
Special Meeting was for the Board to discuss the proposed budget cuts  
among themselves so that direction could be given to administration  
in order to meet the statutory deadlines related to personnel, and  
keep the district's options open should additional funds not be  
available. The necessary outcome of the deliberations should be to  
provide administration with direction to prepare for the March 4  
meeting the appropriate resolution for notification to certificated  
personnel. Meeting this deadline would maintain the district's  
options until final budget decisions are made.

SCUSS 1991/92  
GENERAL FUND  
BUDGET  
(continued)

The Superintendent requested a consensus from the Board for the March 4 meeting on the issuance of notices for the following positions:

<u>Item #</u>		
6	4.5	Nursing Services Positions
7	3.0	Psychological Services Positions
10	4.0	Middle School Counseling Positions
11	10.0	High School Guidance Coordinator Positions
12	3.0	Elementary Instrumental Music Positions
13	1.0	Elementary Vocal Music Position

In addition, the Superintendent requested a consensus from the Board for the March 4 meeting on recommendations to reassign the following administrators. Item 60, 1.0 Elementary School Principal has already been notified.

<u>Item#</u>		
8	2.0	Middle School Assistant Principal
29	1.0	High School Assistant Principal
61	1.0	High School Dean

President Ruane opened the discussion. In response to Mr. Chavez' question, the Superintendent replied that the deadline for giving notices to principals is prior to March 1, and the deadline for notifying other administrators is prior to March 15. Mr. Chavez asked the Board to consider giving notices to all administrators because that would have more flexibility for the future.

Mr. Medina suggested reducing all administrative work years by five days across the board for a significant savings to apply towards the deficit. President Ruane noted that another alternative could be to reduce the salary by 2.5%.

Mr. Barnes referred to the 1991/92 budget charts and pointed out that nursing services positions would be a reduction of about \$253,000 in either Columns 5 or 7. Sufficient funds seem to be remaining in Grounds - Item 9 and Custodial - Item 26 to make some adjustments to maintain nurses and have some remaining funds. He would prefer to have nurses supervising the health and welfare of children. The Superintendent added that the psychologists are spread thin because of a volume of mandated documents for special education students. Mr. Barnes and Mrs. Ruane both agreed they would like to maintain nurses and psychologists' positions. Mr. Barnes also noted the Board should not create new budget cuts at this time that might have a further impact on the district.

The Superintendent asked the Board to determine by consensus which positions mentioned above should receive notices in order to keep options open for future budget decisions.

SCUSS 1991/92  
GENERAL FUND  
BUDGET  
(continued)

Board members agreed to act on the decisions as noted and then return to closed session to discuss reducing the work year for principals and other administrators.

The Superintendent reviewed that last year administrators in this district received a 4% pay raise while other employees received 8%. Over the past two years administrators, contrary to the perceptions of some people, have been taking the lead in budget cuts. Last year nine positions were cut and this year one more. At a time when schools continue to get larger with some close to 1000 students, the Board seems to be considering cutting work years of the one person who holds the operation together. The Superintendent urged the Board not to take that direction.

By consensus the Board directed that notices be sent as follows:

Items 8-29-61 - notices to administrators of reassignment  
Items 6-7-11-12-13 - notices to certificated personnel on  
reducing or discontinuing positions.

By consensus the Board directed not to send notices on Item 10, middle school counseling positions.

The Superintendent stated that a resolution in compliance with the Board's direction would be prepared for the March 4 board meeting. Issues raised at the last public session on salary freeze, salary rollback, changes in TSA options, and changes in health insurance are negotiable and would be pursued with the proper union representatives. Any action on these items pertaining to the principals would have to be made by March 1. President Ruane indicated that these issues as well as a reduced work year for administrators would be discussed in closed session.

#### CLOSED SESSION

At 6:00 p.m. on Monday, February 25, 1991, the Board met in Closed Session in Room 25 at Mission Middle School. All Board members were present. Also in attendance were the Superintendent and other administrators.

At 6:45 p.m. President Ruane called a recess of the Board from Closed Session to open the Public Session.

At 11:05 p.m. President Ruane adjourned from Public Session to continue with Closed Session in Room 25 at Mission Middle School. No action was taken.

**ADJOURNMENT**

There being no further business, President Ruane adjourned the meeting from Closed Session at 11:55 p.m.

**MINUTES OF THE SPECIAL MEETING OF FEBRUARY 25, 1991 ARE APPROVED AS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
President

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Date

RESOLUTION 91/29

RESOLUTION OF THE GOVERNING BOARD  
OF THE JURUPA UNIFIED SCHOOL DISTRICT

WHEREAS, it is the opinion of this Board that the following certificated positions be reduced or discontinued:

- A. 10 Guidance Coordinator positions (10 FTE)
- B. 4.5 Nurse positions (4.5 FTE)
- C. 3 Elementary Instrumental Music Teacher positions (3 FTE)
- D. 3 Psychologist positions (3 FTE)
- E. 1 Elementary Vocal Music Teacher position (1 FTE)

WHEREAS, it is the opinion of this Board that it is in the best interests of this District that the number of certificated employees of this District be reduced;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Jurupa Unified School District as follows:

1. That due to the reduction or discontinuance of particular kinds of service, the legal number of certificated employees of the District pursuant to Education Code section 44955 not be reemployed for the 1991-1992 school year.

2. That the Superintendent is directed to give Notices of Recommendations Not to Re-Employ in accordance with the provisions of sections 44949 and 44955 of the Education Code to the number of certificated employees allowed pursuant to Education Code section 44955.

PASSED AND ADOPTED at a regular meeting of the Governing Board of the Jurupa Unified School District on March 4, 1991.

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

(B)



**JURUPA UNIFIED SCHOOL DISTRICT**

Adopted:

**Course Title:** VIDEO PRODUCTION**Department:** Fine Arts**Credits:** 10**Length of Course:** Year**Prerequisite:** Good Attendance Record, "C" or better in English and/or Instructor's Approval**Target Group:** Grades 10-12 (This course may be used to meet the vocational arts requirement for graduation.)

**Course Description:** Video Productions is an introductory course designed to acquaint students with video equipment, basic video production principles, ethics, basic editing, acceptable procedures and practices within the industry, and video production opportunities. Students productions will focus on school related activities.

**Textbook:** Video Production Handbook, Gerald Millerson (Focal Press 1987). (TO BE ADOPTED)

**Means of Assessing Student Learning:**

1. Tests (teacher-made).
2. Evaluation of student notebook.
3. Teacher observation of student's ability to:
  - a. Follow proper procedures as outlined by instructor.
  - b. Work responsibly with other students on video productions.
4. Evaluation of student's assigned video productions/projects.

**General Goals of Course:**

Student will learn to:

1. Basic safety procedures related to operation of electrical equipment.
2. The basic parts of the video camera and their functions.
3. Proper care of equipment.
4. The proper procedures and techniques for using the video camera, editing equipment, recorders, graphic generators, and other equipment related to video production.
5. Terminology (vocabulary) related to video production.
6. Variety of raw tape quality.
7. Video formats.
8. Techniques and responsibilities for pre-planning script writing, logging, taping, editing, and broadcasting (closed circuit) video productions.
9. Record keeping for video production.
10. Techniques for working with others (scheduling, meeting deadlines, accepting responsibilities, equitable division of work).
11. Composition and background selection.
12. Techniques for interviewing and taping interviews and group discussions.
13. Characteristics of microphones and techniques for their use.
14. Proper lighting arrangements.
15. Techniques for taping live events (sports, drama productions, student activities, etc.)
16. Basic techniques for auto-dubbing sound.

**Exit Learning Objectives:**

Student should be able to:

1. Trace the history of electronic imaging.
2. Trace the electronic path of the visual/audio signals.
3. Outline basic concepts for safety procedures as related to the use of electrical equipment.
4. Demonstrate knowledge of related terminology.
5. Identify and explain the function of the basic parts of the video camera.
6. Demonstrate basic video camera techniques.
7. Identify and explain the function of the basic controls used on editing equipment.
8. Identify and demonstrate basic editing procedures.
9. Outline and explain the basic techniques for pre-planning, script writing, logging, editing, and broadcasting (closed circuit) video productions.
10. Outline the basic concepts of video composition.
11. Outline and explain the basic concepts for microphone usage.
12. Write a video script, organize the pre-planning, take quality video pictures, and edit for final production.
13. Demonstrate ability to work in front of the camera.
14. Demonstrate proficiency in framing, proper use of the zoom, truck/panning, awareness of movement and ability to follow movement, etc.
15. Demonstrate the ability to work with others.
16. Transfer film to video tape and add sound.

VIDEO PRODUCTION  
COURSE CONTENT AND ORGANIZATION

I. Overview of Course Requirements

- A. History of the electronic image
- B. Types of video cameras
- C. Types of video tapes
- D. Employment opportunities for video skills

II. Safety

- A. Working with electrical equipment
- B. Federal and state requirements (all electrical equipment to be UL approved)
- C. Safety procedures for dealing with video production equipment.
  - 1. Care of equipment and accessories
  - 2. Care of tapes
  - 3. Care of batteries

III. Analysis of Equipment

- A. Types of taping equipment
  - 1. Video cameras, hand-held television cameras
  - 2. Tripods (fluid heads-dollies)
  - 3. Video tape recorder (with editing controls)
  - 4. Editing controller
  - 5. Computers
    - a. Graphics
    - b. Controller capabilities
  - 6. Sound equipment (microphones with windshield)
    - a. Omnidirectional
    - b. Cardiod
    - c. Lavalier
  - 7. Microphone cables with adapters
  - 8. Recorders and audio tape player
  - 9. Editing equipment editing bay (stand, VTR's, and controller)
  - 10. Outdoor extension cords
  - 11. Lighting equipment
    - a. Fernel lights
    - b. Scoops
    - c. Light reflectors
  - 12. Lighting techniques
  - 13. Battery charger
  - 14. Control units

IV. Terminology

- A. Camera parts and functions
- B. Taping terminology
- C. Editing terminology

V. Types of Video Productions

- A. In-camera edited productions
  - 1. Video introductions
  - 2. Interviews
  - 3. Video letters

- B. Edited Productions
    - 1. Group discussions
    - 2. Documentary videos
    - 3. Promotional/Advertising videos
    - 4. Learning videos
  - C. Specialized productions
    - 1. Vacation videos
    - 2. Home videos
    - 3. Exercise videos
    - 4. Dramatic (story video)
    - 5. Music videos
    - 6. Sports videos
- VI. Video Production Planning
- A. Pre-planning
  - B. Script writing
  - C. Taping
  - D. Logging
  - E. Editing
  - F. Broadcasting
- VII. Live (field/studio) Taping
- A. Establishing continuity
  - B. Techniques for balance (mixture of long, medium and close-up)
  - C. "B" rolls
  - D. Single camera interviews
- VIII. Film to Tape Transfers
- A. Trouble shooting
  - B. Contrast problems
  - C. Background distractions
  - D. Battery problems
  - E. Backlighting problems
  - F. Auto-focus/low light
- IX. The Television Program
- A. Duties of the program crew
  - B. Planning the program
  - C. Writing the program script
  - D. Mixing the program elements
- X. Television Production Opportunities
- A. Commercial television
  - B. Cable television
  - C. Educational television
    - 1. Educational institutions
    - 2. Industrial institutions
    - 3. Governmental institutions
  - D. Government television
    - 1. Elected bodies
    - 2. Public hearings
    - 3. Military uses
    - 4. Surveillance

# JURUPA UNIFIED SCHOOL DISTRICT

## COURSE PLAN

Adopted:

**Course Title:** LITERATURE OF EARLY THEATRE

**Department:** Language Arts

**Credits:** 5

**Length of Course:** Semester

**Prerequisites:** Three years of English

**Target Group:** This course is designed for Seniors who need a 4th year of Language Arts

**Course Description:** The course is designed to acquaint students with the historical, sociological, religious, and performance values of plays from the Ancient Greek period of the 5th century B.C. to the American/European theatre of the late 1800's. Students will become familiar with the political, social, moral and aesthetic ideals that plays, playwrights, and the theatre reflect in society. The course will further students' skills in the use of literary and theatrical terms, literary analysis, and various modes of written and oral communication. The body of works covered will be from 5th century Greece to the American and European theatre of the 19th century including those of Sophocles, Moliere, Shakespeare, Shelley and Ibsen.

### **Means of Assessing Student Learning:**

1. Tests - teacher-made
2. Teacher, peer, and self-evaluation
3. Individual and group projects (both oral and written)
4. Completed assignments - in-class and homework
5. Essays and compositions

### **General Goals of Course:**

The students will be helped to:

1. Explore the impact of dramatic literature on man's creative expression.
2. Explore the playwright's influence including religion, philosophy, politics, and society in general.
3. Critically analyze styles of playwriting in view of structure, technique and genre.
4. Critically analyze and interpret performances of dramatic works including the contributions of the directors, producers, actors and designers.
5. Extend comprehension and promote effective communication through vocabulary, classroom discussion and oral interpretation.
6. Comprehend a history of dramatic literature.
7. Relate literature to life, especially personal experience.

### **Exit Learning Objectives:**

The students should be able to:

1. Write critical analysis of literature in essay form.

2. Discuss key playwrights and their influences and innovations.
3. Discuss the relationship between dramatic literature and fine and performing arts.
4. Interpret dramatic works orally.
5. Demonstrate an expanded vocabulary.

# LITERATURE OF EARLY THEATRE COURSE CONTENT AND ORGANIZATION

## I. Concepts

- A. The periods of theatre from 5th century Greece through the theatre of 19th century America and Europe including Roman, Medieval, Italian Renaissance, Elizabethan, French Neoclassic, Restoration, Romanticism, and Realism and Naturalism
- B. Playwrights and their plays including Sophocles, Menandes, Shakespeare, Moliere, Goldsmith, Shelley, Ibsen and Goethe
- C. Religious, philosophical, political, and sociological factors involved in appropriate dramatic works
- D. Movies and/or video tapes of live performances of specific plays representing the various periods in theatre history
- E. The effect of performance in the study theatre and its history.

## II. Literary and Theatrical Terms to be taught and reviewed:

allegory	theatre
irony	drama
personification	improvisation
simile	pantomime
metaphor	scene
tone	aesthetic distance
stereotype	plot
tragedy	climax
comedy	exposition
symbolism	monologue
satire	dialogue
genre	denouement
imagery	characterization

## III. Writing

- A. Essays
  - 1. Comparison, contrast
  - 2. Significance of a single element in several works
- B. Term Paper: Primary and secondary research on one specific playwright or conceptual development
- C. Notetaking Techniques
- D. Sentence structure remediation as need is indicated through composition
- E. Scene writing - student developed scenes based on playwriting styles of a given period, possible culminating into a one act play.

## IV. Vocabulary

- A. Words taken from plays and literary terms
- B. Syllabication and pronunciation

- C. Use of Shakespearean and other dictionaries to clarify the language of given plays and their eras

V. Oral Presentation

- A. Plays will be read aloud in class. Students will be given individual characters
- B. Memorization of specific monologues
- C. Performance of short scenes taken from the dramatic works
- D. Discussion of pertinent or interesting subjects taken from current situations that directly relate to subject. Emphasis will be on theatre's influence on today's entertainment, values, morals, etc.



**JURUPA UNIFIED SCHOOL DISTRICT****COURSE PLAN**

Adopted:

**Course Title:** LITERATURE OF MODERN THEATRE  
**Department:** Language Arts  
**Credits:** 5  
**Length of Course:** Semester  
**Prerequisite:** Three years of English  
**Target Group:** This course is designed for 12th grade students needing a 4th year of Language Arts.

**Course Description:** This course is designed to acquaint students with the political, social, moral and aesthetic ideals that theatre of the 20th century reflects in society. Students will further their skills in the use of literary analysis and various modes of written and oral communication. Works for this course include those of Shaw, Chekhov, Brecht, O'Neill, Williams, Miller and Beckett.

**Means of Assessing Student Learning:**

1. Tests - teacher-made
2. Teacher, peer, and self-evaluation
3. Individual and group projects (both oral and written)
4. Completed assignments - in-class and homework
5. Essays and compositions

**General Goals of Course:**

The students will be helped to:

1. Explore the impact of dramatic literature on man's creative expression.
2. Explore the playwright's influence including religion, philosophy, politics, and society in general.
3. Critically analyze styles of playwriting in view of structure, technique and genre.
4. Critically analyze and interpret performances of dramatic works including the contributions of the directors, producers, actors and designers.
5. Extend comprehension and promote effective communication through vocabulary, classroom discussion and oral interpretation.
6. Comprehend a history of dramatic literature.
7. Relate literature to life, especially personal experience.

**Exit Learning Objectives:**

The students should be able to:

1. Write critical analysis of literature in essay form.
2. Discuss key playwrights and their influences and innovations.
3. Discuss the relationship between dramatic literature and fine and performing arts.
4. Interpret dramatic works orally.
5. Demonstrate an expanded vocabulary.

LITERATURE OF MODERN THEATRE  
COURSE CONTENT AND ORGANIZATION

I. Concepts

- A. The periods of theatre from 1875 to modern day including realism, naturalism, nonrealism, epic theatre, expressionism, postwar drama, the musical, absurdism and black theatre
- B. Playwrights and their plays including Ibsen, Shaw, Chekhov, Brecht, O'Neill, Williams, Miller, Beckett, Ionesco, Hansberry, Simon, Shepherd, Wilder, Helman and Pinter
- C. Religious, philosophical, political, and sociological factors involved in appropriate dramatic works
- D. Movies and/or video tapes of live performances of specific plays representing the various periods in theatre history
- E. The effect of performance in the study theatre and its history.

II. Literary and Theatrical Terms to be taught and reviewed:

allegory	theatre
irony	drama
personification	improvisation
simile	pantomime
metaphor	scene
tone	aesthetic distance
stereotype	plot
tragedy	climax
comedy	exposition
symbolism	monologue
satire	dialogue
genre	denouement
imagery	characterization

III. Writing

- A. Essays
  - 1. Comparison, contrast
  - 2. Significance of a single element in several works
- B. Term Paper: Primary and secondary research on one specific playwright or conceptual development
- C. Notetaking Techniques
- D. Sentence structure remediation as need is indicated through composition
- E. Scene writing - student developed scenes based on playwriting styles of a given period, possible culminating into a one-act play.

#### IV. Vocabulary

- A. Words taken from plays and literary terms
- B. Syllabication and pronunciation

#### V. Oral Presentation

- A. Plays will be read aloud in class. Students will be given individual characters
- B. Memorization of specific monologues
- C. Performance of short scenes taken from the dramatic works
- D. Discussion of pertinent or interesting subjects taken from current situations that directly relate to subject. Emphasis will be on theatre's influence on today's entertainment, values, morals, etc.

**JURUPA UNIFIED SCHOOL DISTRICT****Course Plan**

Adopted:

**Course Title:** SHELTERED ENGLISH**Department:** Language Arts**Credits:** 10**Length of Course:** Year**Prerequisite:** One year (minimum) of English as a Second Language instruction

**Course Description:** The purpose of this class is to provide a transition for E.S.L. instruction to the sequence of language arts classes. Students, not ready for regular classes, may enroll to develop skills in oral communication as well as elementary and intermediate level practice in reading and writing skills.

**Text Books:** To be adopted.**Means of Assessing Student Learning:**

1. Tests - both teacher-made and standardized tests
2. Assignments
3. Participation in classroom activities

**General Goals of Course:**

1. Pupils will become increasingly proficient in the use of the English language.
2. Students will develop abilities to communicate ideas and feelings orally.
3. Students will increase their vocabulary in order to expand their store of concepts and to understand better the world around them.
4. Students will develop language skills needed for immediate employment, school and daily life.
5. Students will improve written skills through the use of models, sentence-combining and generative sentences.
6. Students will transition from highly structured writing to self-generated writing.
7. Students will develop listening skills necessary to participate successfully in high school classes.
8. Students will develop a rudimentary understanding of language usage and English punctuation.

**Exit Learning Objectives:**

At the conclusion of the course, the students will be able to:

1. Students will be able to fill out common everyday forms in English.
2. Find desired information when consulting common academic reference tools such as a book's table of contents, a book's index, a dictionary, an encyclopedia, and the library card catalog.
3. Find desired information when consulting common non-academic reference tools such as maps, telephone books, and classified advertisements.
4. Select words that are appropriate both in meaning and in level of usage when completing such communications as business letters and employment applications.
5. Students will be able to participate orally in a typical classroom setting.
6. Students will be able to respond to directions (written and oral) from teachers and/or other personnel.
7. Students will read within four years of proposed grade level (before entrance into Language Arts sequence).
8. Students will produce complete sentences in paragraph form.
9. Students will understand and use vocabulary commonly in the everyday and classroom setting.

# SHELTERED ENGLISH COURSE CONTENT AND ORGANIZATION

**Reading:** Practice in reading literature graded at the intermediate level in English (grade 4.0-7.0). Selections will be taken from novels, plays, poems and short stories from the list recommended from the California State Department of Education. Special consideration is given to works from Asian and Latin American traditions as well as other cultural traditions. All literature will be the target language: English.

**Writing:** A sequence of writing will be as follows:

**Dictation** lessons taken from literature as well as from other source materials.

## **Sentence-combining exercises**

**Models:** taken from literary texts, newspaper and other writing

**Generative sentences:** taken from reading texts

**Forms:** Completion of common everyday forms

## **Language and usage:**

Students will be give practice in the following areas of usage--  
verb usage and sequence of tenses  
verbs and particles  
subject-verb agreement  
pronoun usage  
pronoun agreement  
placement of adjectives  
placement of adverbs and adverbs of frequency  
sentence construction

mechanics:  
end punctuation  
internal punctuation: commas  
capitalization

## **Oral Language Practice**

daily oral practice in questions and responses  
recitation of poems  
roleplaying  
situational dialogue production  
simulation games

## **Listening Practice:**

Dictation (informal and formal language practice)  
Vocabulary: Extensive practice in developing vocabulary from Dolch Sight Word List as well as vocabulary for special purposes and vocabulary from literature.

**JURUPA UNIFIED SCHOOL DISTRICT**

**Course Plan**

Adopted:

**Course Title:** GOLF

**Department:** Physical Education

**Credits:** 5

**Length of Course:** Semester

**Prerequisites:** None

**Target Group:** 9 - 12th grade students fulfilling physical education graduation requirements.

**Course Description:** This course provides an opportunity for beginning instruction in golf and enjoyment of a life time activity.

**Means of Assessing Student Learning:**

1. Participation in class activities.
2. Skill tests.
3. Written tests.
4. Observation.

**General Goals of Course:**

1. To learn the rules and etiquette of golf.
2. To learn the golf grip, stance and swing.
3. To learn chipping and putting.
4. To learn what constitutes a round of golf.

**Exit Learning Objectives:**

At the end of the course students will be able to:

1. Use the equipment carefully, properly and safely.
2. Demonstrate the rules and etiquette.
3. Show skill development.
4. Play a round of golf at a local course.
5. Show a positive attitude about a lifetime sport selection.



GOLF  
COURSE CONTENT AND ORGANIZATION

- I. Safety
  - A. No one swings a club until told to do so.
  - B. No one is to walk near a person on the practice tee.
  - C. When swinging at golf ball or taking practice swings (on command only), each participant shall be 10 feet from the back of the person practicing.
- II. Clubs and Their Purpose
- III. Introduce Grip and Stance
  - A. Baseball grip
  - B. Dummy drill (no balls)
  - C. Back, step, hit drill
  - D. Back, hit, follow drill
  - E. Present drill
  - F. Rick, rock drill
  - G. Complete golf swing
- V. Chipping
- VI. Putting
- VII. Playing a Round of Golf
  - A. Etiquette and rules
  - B. The course
  - C. Scoring

RECOMMENDATION BY PHYSICAL EDUCATION DEPARTMENT:

Due to the safety factor involved with a Golf class, students in the class must be mature enough to follow safety regulations and the instructor shall follow the assertive discipline plan to maintain class continuity and control. This class is being made possible by donations of equipment and money from Ron Robinson, PGA Professional at Jurupa Hills Country Club. He advised that because of the safety consideration, the use and distribution of equipment, and teacher supervision, the class size be limited to 20 students.

## **JURUPA UNIFIED SCHOOL DISTRICT**

### **Course Plan**

Adopted:

**Course Title:** ADVANCED DRILL AND FLAG CEREMONIES

**Department:** ROTC

**Credits:** 10

**Length of Course:** Year

**Prerequisites:** On Drill Team or Color Guard

**Target Group:** Sophomore, Junior, or Senior participants in AF Junior ROTC.

**Course Description:** The course is designed to combine classroom instruction with performance and demonstration of the cadets understanding of drill and flag ceremonies. Students/Cadets will have the opportunity to practice procedures, commands, and movements. First hand experience will be gained from performing in parade ceremonies, competition parades, and national color guard and drill team competition. Drill teams and color guards will be started, supported and maintained.

**Specific Educational Materials:**

1. Air Force Regulation 50-14: Drill and Ceremonies, Department of the Air Force, 1985.
2. Drill and Ceremonies: A Self Paced Instructional Text, High School Curriculum Branch, AFJROTC, 1984.

**Means of Assessing Student Learning:**

1. Tests - teacher made and standardized.
2. Classroom activities - oral and written.
3. Performance activities - performance evaluations.
4. Evaluation of Assignments - short term, intermediate, and long term
5. Evaluation of corps participation.

**General Goals of the Course:**

Students will learn to:

1. To help students/cadets perform as a squadron on the ready line.
2. To help students/cadets understand how to move from the ready line to the final line, posting the guide and how to receive commands from the wing adjutant.
3. To help students/cadets understand and demonstrate the parade sequence from officers center to pass and review.
4. To help students/cadets understand the responsibilities and duties of participants during flag raising, retreat ceremonies, and presenting the colors.
5. To help students/cadets understand the basic position of flag detail during a ceremony.

6. To help students/cadets understand methods for starting drill teams and color guards.
7. To acquaint students/cadets with basic and creative movements used by drill teams and color guards.
8. To help students/cadets understand how to prepare for and perform in parades and competitions.

**Exit Learning Objectives:**

Students will be able to:

1. Apply drill knowledge to parade movements and to perform assigned duties in a parade ceremony.
2. Perform assigned duties during a flag raising, retreat, and present the colors at formal ceremonies.
3. Start, support, and maintain successful drill teams and color guards.
4. Perform in competitive parades and competitions.

ADVANCED DRILL AND FLAG CEREMONIES  
COURSE CONTENT AND ORGANIZATION

A. Marching Movements

1. Mark Time
2. Half Step
3. Right (left) step
4. Change step
5. March to the rear
6. Face in marching
7. Change direction in a column
8. Partial change in direction
9. Form single file and reform
10. Form columns of three's four's, reform
11. Change intervals while in columns

B. Drill of the Squadron

1. Form squadron in line
2. Aline the squadron
3. Inspection of squadron
4. Dismiss of squadron

C. Parade Movements

1. Sequence of events for parade procedures
2. Demonstrate pass in review

D. Flag Honors/Military Ceremonies

1. Flag raising
2. Informal retreat
3. Formal retreat

E. Drill Teams/Color Guards

1. Selection of members
2. How to start your team
3. Procurement of equipment
4. Financing your team
5. Steps/maneuvers
6. Creative moves

F. Ceremonies

1. Parade ceremonies
2. Change of command
3. Colors

# JURUPA UNIFIED SCHOOL DISTRICT

## Course Plan

Adopted:

**Course Title:** AGRICULTURE BIOLOGY

**Department:** Agriculture

**Credits:** 10

**Length of Course:** Year

**Prerequisites:** "C" or better in Basic Math/Beginning Algebra or in Algebra I

**Target Group:** Students ninth grade honors or G.A.T.E. only and ten through twelfth grade who plan to enter college with a major in agriculture. This is an elective course which meets graduation requirements and department major requirements, as well as state university and college one year laboratory science requirements.

**Course Description:** Agriculture Biology is a laboratory science course for the college-bound student. The course emphasizes detailed knowledge of the central concepts, principles, and basic factorial material of the following topics: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, plant and animal diversity and principles of classification, ecological relationships, and animal behavior.

**Text Books:** Modern Biology, Otto and Towle, (Holt, Rinehart and Winston, 1989)

**Supplementary Materials:**

Laboratory Investigations in Biology, Otto and Towle, (Holt, Rinehart, and Winston, 1989)

Agriculture Science Laboratory Manual, Fullerton H.S. Agriculture Department, 1989-90

Animal Anatomy and Physiology, J.F. Bone, Oregon State University

Introductory Plant Science, Kingsly Stern, Wm. C. Brown Publishers

**Means of Assessing Student Learning:**

1. Tests - both teacher made and/or those developed by authors or other appropriate sources.
2. Evaluation of assignments.
3. Classroom activities.
4. Laboratory investigations.
5. Homework assignments.

**General Goals of Course:**

Students will be helped to:

1. To learn the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations and agriculture.

2. To be familiar with the cell theory and its application to the organization of all organisms.
3. To identify the basic processes of cellular and organismal growth and reproduction.
4. To recognize the diversity of life and the interrelationships among all organisms.
5. To understand the role of genetics in organismic variation and adaptation.
6. To be aware of the historical and descriptive nature of biology as a science.
7. To acquire agricultural and biological vocabulary and the reading, writing, and critical thinking skills pertaining to the science.
8. To understand fundamental cellular and systemic functions and processes.
9. To recognize the interrelationships between biotic and physical factors to energy flow in the biosphere.

### **Exit Learning Objectives:**

Students should be able to:

1. Intelligently discuss theories on the origins of life.
2. Describe the characteristics of living organisms.
3. Describe the characteristics of cells with respect to their structure and chemistry.
4. Compare and contrast the roles of meiosis and mitosis in cellular and organismic reproduction.
5. Describe the stages of development and growth of embryos and organisms.
6. Define the chromosome theory of heredity, Mendelian genetics, gene-enzyme relationships, and apply this knowledge to mammalian inheritance.
7. Distinguish between historical modern taxonomic systems and scientific nomenclature that demonstrate the evolutionary relationships among organisms.
8. Identify the structural and functional similarities and differences among and within the major animal, plant, and protist phyla and classes.
9. Analyze the major organ systems of invertebrates and vertebrates concentrating on the application of basic principles to mammals.
10. Recognize the structure and function of ecosystems, populations, and communities, and the impact of human society on the natural and agricultural environment.
11. Describe the three cycles that involve biotic and abiotic factors: nitrogen, carbon-oxygen, and water; and explain the importance of their interrelationships to the biosphere.
12. Identify the environmental and genetic factors that influence variation among organisms.
13. Demonstrate facility with basic laboratory techniques including the use of microscopes, microscope slide preparation, maintenance and examination of microorganism cultures, tests demonstrating fundamental biochemical reactions, dissection of representatives of plant and animal phyla, and the sharpening of observational and interpretative skills.

AGRICULTURE BIOLOGY  
COURSE CONTENT AND ORGANIZATION

- I. Introduction to Agriculture Biology
  - A. What is Agricultural Biology
  - B. Uses of Agricultural Biology
  - C. The scientific method
  - D. The metric system
- II. Organisms and Their Environment
  - A. Categories and sources of pollution
  - B. Conserving natural resources
  - C. Agricultural practices beneficial/harmful to the environment.
  - D. Populations, communities and ecosystems
  - E. The nitrogen cycle
  - F. The oxygen cycle
  - G. The food web
- III. Plant Classifications
  - A. Development of the binomial system of nomenclature
  - B. Development of the kingdom concept
  - C. Classification of major groups of plants
  - D. Synoptic key to major groups of plants
- IV. Plant Cells
  - A. Function of plant cells
  - B. Examination of the cell wall
  - C. Cellular reproduction
  - D. Process of photosynthesis, respiration and cellular transport
- V. Plant Physiology, Reproduction and Growth
  - A. Introduction to root, stem, and leaf structures
  - B. Plant growth requirements
  - C. Monocotyledons and dicotyledons
  - D. Climatic factors affecting plant growth
  - E. Safe and effective use of chemical pesticides
  - F. Insect control
- VI. Plant Pathogens and Diseases
  - A. An introduction to integrated pest management
  - B. Plant pathology
  - C. Insect biology
  - D. Weed control
  - E. Safe and effective use of chemical pesticides
  - F. Insect control
- VII. SOIL: A Chemical Foundation for Biology
  - A. Introduction to soils
  - B. Soil forming factors



- C. Soil horizons text and structures
- D. Basic soil components
- E. Benefits of soil organisms
- F. Organic matter in the soil
- G. Soil environment problems
- H. Soil compaction
- I. Soil moisture behavior
- J. Soil classification systems

VIII. Animal Cells and Their Function

- A. Function of animal cells
- B. Examination of animal cells
- C. Blood, nerve, muscle, bone and fat cell functions
- D. Mitosis
- E. Meiosis
- F. Sex cell and fertilization

IX. Animal Physiology

- A. The digestive process
- B. Respiration
- C. The endocrine system

X. Animal Breeding and Genetics

- A. Sperm and egg production
- B. Dominant and recessive genes
- C. Animal breeding systems
- D. Selection and heritability
- E. Embryo transfer
- F. Artificial insemination
- G. Estrus cycles and breeding capacities
- H. Gestation and parturition
- I. Environment and care of reproducing animals

XI. Animal Nutrition

- A. Feed identification and nutrient evaluation
- B. Feed additives
- C. Developing rations
- D. Vitamin and amino acid requirements
- E. Nutritional diseases

XII. Animal Health and Diseases

- A. Disease fighting agents
- B. Causes of diseases
- C. Infectious and noninfectious diseases
- D. Health practices
- E. Common internal and external parasites life cycles

# JURUPA UNIFIED SCHOOL DISTRICT

## Course Plan

Adopted:

**Course Title:** INTRODUCTION TO FLORICULTURE

**Department:** Agriculture

**Length of Course:** Year

**Credits** 10

**Prerequisites:** None

**Grade Level:** 9 - 12

**Target Group:** Students 9th grade and above with an interest in the agriculture industry and/or the floral industry. This course meets the fine arts graduation requirement.

**Course Description:** This course gives the student a practical look at the floriculture industry in California. The major emphasis will be on culture, care and processing of floral crops, as well as floral design principles and corsage construction. The course is designed to lay the foundation for an entry level position in the floriculture industry or as the prerequisite for the advanced class.

**Text Books:** Stratman, Tressa, Retail Floriculture, Book 1, Ohio Agricultural Education Curriculum Materials Service, 1976 (TO BE ADOPTED); Stratman, Tressa, Retail Floriculture, Book 2, Ohio Agricultural Education Curriculum Materials Service, 1976 (TO BE ADOPTED)

**Supplemental Materials:** California Vocational Agriculture Curriculum Guidelines and California Vocational Agriculture Record Book.

### **Means of Assessing Student Learning:**

The student will be expected to demonstrate knowledge and skill competency in a variety of ways:

1. Unit quizzes
2. Lab practicum
3. Homework
4. Class discussion
5. Special assignments and projects
6. Participation in the FFA
7. Projects (SOEP)
8. Labs
9. Demonstrations
10. Semester final exam

### **General Goals of Course:**

Students will be helped to:

1. Relate the importance of the floriculture industry to California agribusiness.
2. Describe career opportunities in the floriculture industry.

3. Explain the techniques in grading, bunching, and shipping cut flowers in preparation for market.
4. List methods of classification of floral crops according to design category, season availability, and life span.
5. Describe how to care for tools and equipment.
6. Demonstrate basic principles of design.
7. Practice procedures to increase life span of floral materials.
8. Recognize and select healthy potted plants.
9. Demonstrate how to care for plants.

**Exit Learning Objectives:**

Students should be able to:

1. Identify and classify 50 major floral crops of the floriculture industry.
2. Demonstrate methods of propagation of floral crops.
3. Demonstrate how to treat flowers correctly after field cutting or market preparation.
4. Identify 25 tools and equipment of the floriculture industry.
5. Demonstrate selection of correct flowers and how to wire them for corsage work.
6. Construct three types of corsages.
7. Construct two basic arrangements using basic design principles.
8. Identify foliage plants commonly used in dish gardens.
9. Perform steps in making dish garden.
10. List and demonstrate methods of creating color harmony in arrangements.
11. Identify common pests and diseases of flowering and foliage plants.

INTRODUCTION TO FLORICULTURE  
COURSE CONTENT AND ORGANIZATION

- I. Introduction for Floriculture
  - A. Occupational opportunities
  - B. Leading crops
  - C. Economic importance
  - D. FFA and supervised occupational experience program
- II. Culture of Floral Crops
  - A. Soil mixes
  - B. Propagation
  - C. Cultivation
  - D. Pests and diseases
  - E. Growing structures
    - 1. Greenhouse
    - 2. Shade structures
- III. Processing of Floral Crops
  - A. Harvesting
  - B. Hardening cut flowers
  - C. Grading cut flowers
  - D. Bunching cut flowers
  - E. Handling cut flowers from grower to shipper
- IV. Identification of Floral Crops
  - A. Basic floral characteristics
    - 1. Line material
    - 2. Mass material
    - 3. Form material
    - 4. Filler material
  - B. Floral life
  - C. Reasons for knowing basic floral shapes
  - D. Materials used and sold by florists
- V. Tools, Equipment, and Supplies
  - A. Identification
  - B. Skills
  - C. Safety factor
  - D. Advanced supplies
  - E. Obtaining materials
- VI. Introduction to Floral Design
  - A. History
  - B. Modern floral design
    - 1. Ikebana
    - 2. Continental mass design
    - 3. Western line design
  - C. Principles of design
    - 1. Design
    - 2. Scale

3. Balance
  4. Harmony
  5. Other considerations--texture, depth
  - D. Use of color
    1. Color theory
    2. Color wheel
- VII. Arrangements
- A. Principles of design
  - B. Other considerations
  - C. Containers
  - D. Arrangement styles and uses
- VIII. Corsage Construction
- A. Basic designs
  - B. Uses
  - C. Selection of flowers
  - D. Accessories
- IX. Potted Plants
- A. Types of potted plants
  - C. Selecting potted plants
  - D. Care
  - E. Decoration
- X. Dish Gardens and Terrariums
- A. Principles of terrarium gardening
  - B. General care
  - C. Terrarium containers
  - D. Types of plants
  - E. Designing and planting terrariums
  - F. Dish gardens
    1. Advantages
    2. Planning
    3. Planting
    4. Care

# JURUPA UNIFIED SCHOOL DISTRICT

## Course Plan

Adopted: 7/79  
Revised: 1/91

**Course Title:** COMPOSITION I AND COMPOSITION II

**Department:** Language Arts

**Credits:** 10

**Length of Course:** Year

**Prerequisites:** Junior standing or permission of teacher.

**Course Description:** Semester I: this course is designed for college preparatory 11th grade students. Composition I is designed to acquaint students with the various rhetorical forms such as autobiography, report of information, reflective essay, argument, evaluation and observation. Semester II: Composition II is designed to familiarize students with three types of research methods: literary, historical, and sociological. Oriented for the college-bound student, the course requires student to think critically; to work both independently and interdependently; to analyze both texts and data; to develop a thesis, point of view, and/or hypothesis; to document support; and to utilize these skills in the writing of three term papers. All skills involved in the composing process of college term papers are taught. In addition, students are encouraged to perceive of themselves as writers and researchers.

**Recommended Text Books:** Reading Critically and Writing Well, Axelrod and Cooper (St. Martin's Press); St. Martin's Guide to Writing, Axelrod and Cooper (St. Martin's Press)

**Specific Educational Materials:** The Writer's Options Combining to Composing, Daiker, Kerek and Morenberg, (Harper and Row, 1982)

### **Means of Assessing Student Learning:**

1. Peer group editing and grading
2. Teacher evaluation
3. Individual student drafts and final drafts
4. Completed in-class and home assignments.
5. In-class essay

### **General Goals of Course:**

The student will be helped to:

1. Overcome writing anxiety and/or apprehension.
2. Learn to produce effectively organized content in written composition.
3. Identify and utilize standard American English in written composition.
4. Recognize and apply the convention of English within the context of the composition process.
5. Recognize nuances of language and style.
6. Effectively integrate outside sources into personal writing.
7. Revise and rewrite as part of the composition process.
8. Will edit peer writing for logic, organization and mechanics.
9. Produce writing that reflects different organizational patterns such as autobiographical, speculation about causes, evaluation, reflection,

- observation, controversial issue, literary interpretation and report of information.
10. Realize that the primary purpose of writing in a meaningful exchange with the reader.
  11. Interpret and analyze literary works, newspaper articles and editorials and raw data.
  12. Determine bias in written sources.
  13. Express written interpretation with effectiveness, logic and appeal.
  14. Effectively utilize time management skills that will transfer to the college context.
  15. Recognize and apply the conventions of standard American English.
  16. Produce effectively organized written content.
  17. Work cooperatively with others on a mutual project.
  18. Revise and rewrite as part of writing process.
  19. Edit peer writing for logic, content and mechanics.

### **Exit Learning Objectives:**

Students should be able to:

1. Determine audience for effective commentation.
2. Determine appropriate language/diction for selected audience.
3. Utilize different techniques for attracting audience attention such as direct address questioning, emotive language et al.
4. Determine the purpose for writing.
5. Lessen anxiety in approaching and completing assignments.
6. Be familiar with the different pre-writing strategies such as: brainstorming, mind mapping, clustering, outlining.
7. Focus and shape ideas into standard organizational patterns as recommended by State Department of Education.
8. Revise and rewrite for language appropriateness and style.
9. Edit and/or proofread for spelling, grammar, punctuation, and usage.
10. Identify effective and ineffective writing passages in his or her peer writing.
11. Effectively analyze a work of literature and write a coherent interpretive essay on literary content.
12. Quote and document passages from outside texts.
13. Use a Thesaurus to augment personal language repertoire.
14. Literary Term Paper:
  - a. Read intensively.
  - b. Develop a critical approach to a novel or biography.
  - c. Develop a controlling purpose (thesis) and a focus for their interpretation.
  - d. Develop support for their interpretation.
  - e. Document appropriately.
  - f. Proofread and edit won and others' writing.
  - g. Design a simple bibliography.
15. Historical Research Paper:
  - a. Distinguish between primary and secondary sources.
  - b. Conduct exploratory library research.
  - c. Clarify an event or time in history by developing a particular viewpoint on that event and thesis.
  - d. Take notes on notecards.
  - e. Organize their papers by writing a sentence outline.
  - f. Write an annotated bibliography on a specific subject area.
16. Sociology Research Paper:
  - a. Define a topic
  - b. Narrow a thesis
  - c. Develop hypotheses

- d. Develop a questionnaire
- e. Represent data graphically and pictorially
- f. Interpret charts and tables
- g. Write coherent, organized analysis on the designated topic.
- h. Work effectively and independently within a group setting.
- i. Determine personal and group time line for completion of paper.
- j. Present their findings orally and in written form.



COMPOSITION I AND COMPOSITION II  
COURSE CONTENT AND ORGANIZATION

I. First Semester

A. Autobiographical Essay

1. Prewriting
2. Clustering
3. Mapping

B. Speculation about Causes

1. Showing not
2. Telling Writing

C. Reflective Essay

1. Openings

D. Evaluation

1. Organization

E. Revision

1. Split-page
2. Diction
3. Cut-and-paste

F. Observational Writing

1. Learning logs
2. Providing illustrations.

G. Controversial Issue

1. Quickwrites
2. Argumentation

H. Interpretation of a Poem and Short Story

1. Dialectical journals

I. Report of Information: Saturation Report

1. Documentation
2. Precis writing

II. Second Semester

A. Suggested Time Line for Literary Paper: 8 weeks

1. Select theme and novels for literary term paper.
2. Cite quotations (long and short)
3. Develop a theme and critical approach
4. Write a simple bibliography
5. Write an introduction and conclusion

6. Write transitions within and between paragraphs to develop cohesion
7. Use correct typing format
8. Utilize designated format for footnotes and bibliography
9. Identify the difference between MLA, Turabian, and APA formats

B. Suggested Time Line for Historical Paper: 5 weeks

1. Select and limit topic
2. Develop thesis
3. Find sources
4. Write annotated bibliography
5. Write note cards
6. Compose sentence outline
7. Type documentation

C. Suggested Time Line for Sociology Term Paper: 6 weeks

1. Define topic
2. Narrow thesis
3. Make hypothesis
4. Design questionnaire
5. Construct tables and charts
6. Interpret data

# JURUPA UNIFIED SCHOOL DISTRICT

## Course Plan

Adopted: 1/80  
Revised: 11/90

**Course Title:** FUNDAMENTALS OF LANGUAGE ARTS

**Department:** English

**Credits:** 10 (Students must pass proficiency test to receive credits)

**Length of Course:** Year

**Target Group:** 10th - 12th graders who have not passed district's writing proficiency examination.

**Course Description:** Fundamentals of Language Arts is designed to give students who have failed the district's proficiency examinations an opportunity to overcome their weaknesses in reading, writing and composition skills. This course includes writing instruction in spelling, usage, sentence building simple expository and descriptive paragraph construction and letter writing. It provides remedial reading help for students aiming for at least a survival competency in reading comprehension.

**Text Book:** Grassroots, the Writer's Workbook, Form B, Fawcett and Sandberg (Houghton Mifflin Company, 1981)

### **Means of Assessing Student Learning:**

1. Tests - teacher made and stadardized achievement test.
2. Evaluation of daily individual assignments.
3. Class/Group activities

### **General Goals of Course:**

Students will be helped to:

1. Pass the district's reading and/or writing proficiency tests.
2. Improve their spelling.
3. Develop skills in reading and writing for employment and other adult responsibilities.
5. Improve their reading ability through language processing, decoding skills, vocabulary work and writing skills.
6. Develop abilities to write logical, coherent expository and descriptive paragraphs, business and personal letters.

### **Exit Learning Objectives:**

Students Should:

1. Identify the main idea in paragraphs.
2. Comprehend and complete forms such as employment applications, loan and credit agreements, etc.
3. Exhibit skills that will enable them to use reference materials and other academic sources.
4. Find information when consulting non-academic sources.

5. Have knowledge of some basic rules in spelling.
6. Be able to identify and recognize the functions of the various parts of speech along with phrases and clauses.
7. Be able to show an understanding in allowing for agreement between subjects and their verbs and also pronouns with their antecedents.
8. Be able to use pronouns in their proper nominative or objective case.
9. Be able to recognize the correct form and use of adjectives, adverbs and verbs.
10. Be able to develop simple to compound sentences, and simple to complex passages through compounding, modification, and subordination.
11. Show an understanding in the mechanics of capitalization and punctuation.
12. Be able to structure a paragraph according to an inherent order such as cause and effect, comparison, or sequence.
13. Be able to write a business letter such as might be used for a request, an acknowledgement, or a complaint.
14. Be able to write a personal letter such as might be used as an invitation or as an expression of personal sentiment.
16. Appreciate and understand the importance of revision.
17. Pass the district's proficiency test in order to pass the second semester of the class.

FUNDAMENTALS OF LANGUAGE ARTS  
COURSE CONTENT AND ORGANIZATION

Writing/Composition Skills (To be taught concurrently with reading skills)

- I. Usage
  - A. Agreement
    - 1. Subject and verb
    - 2. Pronoun and Antecedent
  - B. Use of Pronouns
    - 1. Nominative and objective cases
    - 2. In Incomplete Constructions
    - 3. Use of Who and Whom
  - C. Correct Form and use of verbs
    - 1. Principal parts
    - 2. Sequence of Tenses
    - 3. Voice; active and passive
  - D. Correct Use of Modifiers
    - 1. Form of adjectives and adverbs
    - 2. Comparison (positive, comparative, superlative)
- II. Sentence Structure
  - A. Sentence Completeness
    - 1. Fragments
    - 2. Run-on sentences
  - B. Coordination
  - C. Placement of modifiers
  - D. Parallelism
  - E. Vary sentence style
- III. Mechanics
  - A. Capitalization
  - B. Punctuation (all forms)
- IV. Composition
  - A. Paragraph development
    - 1. Topic sentence
    - 2. Unity
    - 3. Coherence
  - B. Expository writing
  - C. Descriptive writing
  - D. Letter writing
    - 1. Personal
    - 2. Business
  - E. Practices in Revision
  - F. Writing for an audience
  - G. Writing for a purpose
- V. Spelling
  - A. Spelling rules

- B. Noun plurals
- C. Homonyms
- D. Words commonly misspelled

### Reading Skills

- I. Reference and Study Skills
    - A. Dictionary
    - B. Card Catalogue
    - C. Encyclopedia
    - D. Table of Contents
    - E. Index
    - F. Maps
  - II. Identify Main Idea
    - A. Paragraphs
    - B. News Items
    - C. Letters
  - III. Reading to Understand Filling Out Various Practical Forms Such as:
    - A. Employment Applications
    - B. Credit Applications
    - C. Accident Reports
    - D. Income Tax
  - IV. Reading to Follow Directions
  - V. Reading to Increase Vocabulary
  - VI. Developing Comprehension and Usage Skills in Such Areas as:
    - A. Table of Contents and Index
    - B. Alphabetize and Using Guide Words
    - C. Discovering Word Patterns
    - D. Recognizing Word Relationships
    - E. Understanding Word Groups
    - F. Understanding the Question
    - G. Interpreting Idioms
    - H. Reading and Correct Usage of:
      - 1. Homographs
      - 2. Homonyms
    - I. Reading Schedules and Ads
    - J. Syllabication
  - VII. Developing Skills in Close Connections and Context Clues
  - VIII. Recreational Reading of Novels and Stories
  - IX. Developing the ability to adjust reading rates to the type of reading.
- If

**JURUPA UNIFIED SCHOOL DISTRICT****COURSE PLAN**

Adopted:

**Course Title:** SPEECH A (INTERPERSONAL COMMUNICATION)**Department:** Language Arts**Credits:** 5**Length of Course:** Semester**Target Group:** Grades 9-12, especially valuable for college-bound students

**Course Description:** This course is a comprehensive study of interpersonal communication. This course is designed to help students improve their everyday communication skills both verbally and nonverbally. Students will be able to communicate more effectively in social and business situations.

**Means of Assessing Student Learning:**

1. Tests - both teacher-made and standard tests developed by the textbook publishers
2. Evaluation of assignments
3. Classroom activities

**General Goals of Course:**

Students will be helped to:

1. Understand the basic concepts, processes, and vocabulary needed to deal with more specialized aspects of speech communication. They will also learn the way these elements are affecting them now and will continue to affect them in the future.
2. Focus on two types of speech communication most used: one-to-one communication and small group techniques to additional emphasis on interviewing techniques and a discussion of leadership roles.

**Exit Learning Objectives:**

Students should:

1. Understand both verbal and non-verbal elements of communication.
2. Understand how these elements will continue to influence them in the future.
3. Understand how to prepare and participate in an interview both from an interviewee and interviewer position.
4. Understand how to prepare and participate in a group speaking situation as a group member or group leader.

SPEECH A  
COURSE CONTENT AND ORGANIZATION

I. Elements of Communication

- A. Communications log/journal of speech communication situations
- B. Determination of class goals for year ahead in speech
- C. Future careers and life situations involved with speech
- D. Functions of memory and thinking in speech
- E. Factors in decision to communicate
- F. Non-verbal symbols in communication
- G. Verbal symbols in communication
- H. Psychological process of communication
- I. The difference between hearing and listening
- J. Five barriers to effective listening and how to overcome them
- K. Active listening: Finding the central idea in a message
- L. Types of faulty reasoning and how to avoid them

B. Interpersonal Communication

- A. Three common types of one-to-one communication
- B. Effective conversation skills
- C. Effective telephone skills
- D. Effective interview skills (interviewee)
- E. Effective interview skills (interviewer)
- F. Types and forms of group discussion
- G. Types of discussion questions
- H. Beginning, regulating and concluding functions of group leadership role
- I. Role of discussion group member
- J. Three major discussion outcomes
- K. Brainstorming and nominal techniques as alternatives to group discussion



# JURUPA UNIFIED SCHOOL DISTRICT

## COURSE PLAN

Adopted:

**Course Title:** SPEECH B (SPEECH AND DEBATE)

**Department:** Language Arts

**Credits:** 5

**Length of Course:** Semester

**Target Group:** Grades 9 - 12, especially valuable for college-bound students

**Course Description:** This course is a comprehensive study of public speaking. The course is designed to help students formulate their own ideas of the world and express these ideas in an organized manner by oral communication. Students can explore their future in several areas of public communication.

### **Means of Assessing Student Learning:**

1. Tests - both teacher-made and standard tests developed by the textbook publishers
2. Evaluation of speeches
3. Evaluation of assignments
4. Classroom activities

### **General Goals of Course:**

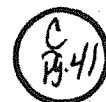
Students will be helped to:

1. Build individual speeches in the areas of expository and persuasive speaking in a step-by-step process
2. Take part in formal debates and formal meeting situations where parliamentary procedure is used
3. Be exposed to performing arts with emphasis on oral interpretation and some limited discussion of drama and radio and television speaking techniques

### **Exit Learning Objectives:**

Students should:

1. Understand how to prepare and research an individual speech of information
2. Understand how to deliver and evaluate an individual speech of information
3. Understand how to prepare and research an individual speech of information
4. Understand how to deliver and evaluate an individual speech of information
5. Understand how to prepare and structure a formal debate, either two-man or Lincoln-Douglas type
6. Participate in either a two-man or Lincoln-Douglas debate
7. Prepare and participate in a formal meeting which requires use of parliamentary procedure
8. Prepare and deliver an oral interpretation exercise
9. Be aware of career opportunities and do limited practice in the areas of radio and television speaking



SPEECH B (SPEECH AND DEBATE)  
COURSE CONTENT AND ORGANIZATION

I. Preparation for Public Speaking

- A. Causes of stage fright
- B. Controlled and uncontrolled stage fright
- C. Relaxation techniques
- D. Platform movement--categories and uses
- E. Qualities of a good speech topic
- F. Audience analysis
- G. Types of proof for speeches
- H. Research cards
- I. Patterns of organization for speech writing
- J. Outlining the speech
- K. How to rehearse a speech
- L. Five characteristics of clear language
- M. Concrete and abstract words
- N. Specific and general terms
- O. Levels of emphasis in speech making
- P. Figures of speech
- Q. Problems to avoid in choosing suitable language for the speech
- R. Types of speech delivery
- S. Advantages and disadvantages of different types of speech delivery
- T. Importance of volume, pitch, speaking rate and voice quality in speech delivery
- U. Articulation and pronunciation
- V. Using the speaker's stand
- W. Using the microphone
- X. How to handle distractions and hecklers during a speech

II. Public Speaking

- A. Characteristics of an informative speech
- B. The introduction's function in an informative speech
- C. The function of the speech body
- D. How to organize an informative speech's conclusion
- E. The question-and-answer period
- F. Types of visual aids
- G. Using visual aids
- H. Difference between informative and persuasive speaking
- I. Three methods of persuasion
- J. Audience analysis for persuasion
- K. Strategy for different types of audience feedback
- L. Evidence and reasoning and their relevance to persuasion
- M. Appropriate types of evidence for different types of audiences
- N. Building prestige in persuasive speaking
- O. Responsible persuasion

III. Debate and Parliamentary Procedure

- A. The difference between debate and discussion
- B. Role of the affirmative and negative sides in a debate
- C. How to analyze a debate proposition
- D. How to research for a debate case
- E. How to test an opponent's arguments
- F. How to question and respond effectively during cross-examination
- G. Effective debate delivery
- H. Debating strategies

- I. Order of speaking in standard (team) and Lincoln-Douglas debate
- J. The purpose of parliamentary procedure
- K. Five basic procedures of parliamentary procedure
- L. Correct order of business for a meeting
- M. Duties of the chair in meetings
- N. Types of motions
- O. How to present a motion
- P. Order and precedence of motions

#### IV. Performing Arts

- A. Definition of oral interpretation
- B. Occasion and value of oral interpretation
- C. How to choose a piece of literature for oral interpretation
- D. How to prepare an introduction for an oral interpretation
- E. Use of voice in oral interpretation for best effect
- F. Four elements of drama
- G. How to understand a character by use of background research and analysis of script
- H. The nonverbal and verbal aspects of character development
- I. Jobs to be carried out in organizing a theatrical event
- J. Necessary steps in producing a theatrical event
- K. Radio and television speaking and how they differ from other types of speech communication
- L. Development of media and the impact of it upon society
- M. Purpose of radio and television
- N. Types of performers on radio and television
- O. Verbal and non-verbal requirements for radio and television performers
- P. Skills for radio and television performers
- Q. Jobs that must be done in radio and television production

Jurupa Unified School District

Personnel Report #16

March 4, 1991

CERTIFICATED PERSONNEL

Change of Assignment

Teacher	Ms. Anne Draper	From 50% to 100% Effective July 1, 1991
Teacher	Ms. Cori Barber	From 60% to 100% Effective July 1, 1991
Teacher	Ms. Patricia Cronk-Paul	From 60% to 100% Effective July 1, 1991

Extra Compensation Assignment

Camino Real Elementary; after school supplemental language arts program; February 1-28, 1991; not to exceed 35 hours total; appropriate hourly rate of pay.

Debra Converse

Indian Hills Elementary; 1990-91; after school sports and recreation program.

Neva Bernhardt	\$250
Beverly Rosten	\$250
Cynthia Johnson	\$250
Bernardine Brown	\$250

Instructional Services; to work with special needs students; January 8, 1991 through June 4, 1991; not to exceed 17 days total; appropriate hourly rate of pay.

Pam Curtis

Instructional Services; to attend a workshop on Planning for a Science Fair; January 23, 1991; not to exceed one (1) hour each; appropriate hourly rate of pay.

Barbara McNutt  
Sharon Shaw

Lourdes Ruelas

Luz Salazar

Pacific Avenue Elementary; to provide time for teachers to grade writing prompts; January 25, 1991; not to exceed two (2) hours each; appropriate hourly rate of pay.

Betty Nesibt  
Lynda Lopez  
Shirley Cress

Anita Shively  
Candy Kvidahl  
Rebeca Gonzalez

Carolyn Bolz  
Brian Mitchell

CERTIFICATED PERSONNEL (Continued)

Extra Compensation Assignment (Continued)

Rustic Lane Elementary; 1990-91; after school sports and recreation program.

Luis Hernandez	\$142.50
Linda Dalton	\$ 71.25
Irasema Guzman	\$285.00
Linda Serrano	\$ 66.00
Debra Brown	\$ 71.25
David Siegrist	\$142.50
Carol Smith	\$142.50

Van Buren Elementary; to work with special needs students; January 8, 1991 through June 4, 1991; not to exceed 17 days total; appropriate hourly rate of pay.

Pam Curtis

Jurupa Middle School; to provide inservice on Writing Across the Curriculum; January 7, 1991 through April 1991; not to exceed 16 hours each; appropriate hourly rate of pay.

Sherry Zelenka	Darrel Walker	Rita Flint
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Jurupa Valley High School; to administer and proctor the NEDT test; February 16, 1991; not to exceed four (4) hours each; appropriate hourly rate of pay.

James Wat	Kathy Schroeder
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Saturday Work Study Detention; 1990-91 school year; appropriate hourly rate of pay.

Lisa Levine	Rick Slagle
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Troth Street Elementary; 1990-91; after school sports and recreation program.

Jesus Romero	\$300
Jay Hammer	\$300

Jurupa Middle School; 1990-91; after school recreation program.

Mike Goltry	\$233.30
Gary Peterson	\$279.60
Cindee Rummler	\$559.20
Roxane Winemiller	\$139.80
Molly Monge	\$489.30
Doug Alberga	\$279.60
Kathy Martinez	\$279.60

Substitute Assignment

Teacher	Ms. Maria Carrillo 535 Montero Drive Riverside, CA 92509	As needed Emergency P-12 Credential
Teacher	Ms. Diana Christiansen 8738 San Vincente Avenue Riverside, CA 92503-2702	As needed Emergency P-12 Credential

CERTIFICATED PERSONNEL (Continued)

Substitute Assignment (Continued)

Teacher	Mr. Jeffrey Cooper P.O. Box 1519 Tehachapi, CA 93581	As needed Emergency P-12 Credential
Teacher	Ms. Jane Davis 3514 Lemon Street #C Riverside, CA 92501	As needed Standard Secondary Credential
Teacher	Mr. Frederick Dodge 3581 Scenic Drive Riverside, CA 92509	As needed Emergency P-12 Credential
Teacher	Mr. Matthew Fry 600 Central Avenue #201 Riverside, CA 92507	As needed Emergency P-12 Credential
Teacher	Ms. Kimberley George 24347 Via Del Sol Moreno Valley, CA 92388	As needed Emergency P-12 Credential
Teacher	Ms. Katherina Jackson 9219 Trailhead Point Riverside, CA 92509	As needed Emergency P-12 Credential
Teacher	Ms. Elizabeth Kerwin 6471 Carlo Drive Riverside, CA 92506	As needed Emergency P-12 Credential
Teacher	Mr. Jorge Larrando 4316 Jefferson Street Riverside, CA 92505	As needed Emergency P-12 Credential
Teacher	Ms. Deidra Martin 11281 Swenson Street Riverside, CA 92505	As needed Standard Elementary Credential
Teacher	Mr. Howard McCasland 4732 Golden Ridge Drive Corona, CA 91720	As needed Emergency P-12 Credential
Teacher	Ms. Denise Rush 5710 Falling Leaf Lane Riverside, CA 92509	As needed Single Subject-English Credential
Teacher	Ms. Valerie Sheaffer 20939 Mural Street Mead Valley, CA 92370	As needed Emergency P-12 Credential
Teacher	Mr. William Spencer 2374 Fan Palm Drive Corona, CA 91719	As needed Emergency P-12 Credential

CERTIFICATED PERSONNEL (Continued)

Substitute Assignment (Continued)

Teacher	Ms. Marcella Waggoner 6113 Tarragona Drive Riverside, CA 92509	As needed Single Subject-P.E. Credential
Teacher	Mr. Daniel Walker 1251 Massachusetts #101 Riverside, CA 92507	As needed Emergency P-12 Credential

Student Teaching Assignment

Assigned from the University of California, Riverside to Mission Middle School for the winter quarter:

<u>Student</u>	<u>Supervising Teacher</u>
Luce McKenchnie	Ardis Goeman

Leave of Absence

Teacher	Ms. Esther Askew 4491 Golden West Riverside, CA 92509	Maternity Leave effective April 1, 1991 through May 6, 1991 with use of sick leave benefits.
Teacher	Ms. Wendy Bailey 5450 Camino Real Riverside, CA 92509	Unpaid Special Leave March 1, 1991 through June 21, 1991 without compensation, health and welfare benefits, increment advancement, or the accrual of seniority for layoff or reduction in force purposes.
Teacher	Ms. Luz Mendez 5620 Northwood Drive Riverside, CA 92506	Unpaid Special Leave September 1, 1991 through June 30, 1992 without compen- sation, health and welfare benefits, increment advance- ment or the accrual of seniority for layoff or reduction in force purposes.
Teacher	Ms. Jenny Pietro 1441 Country Club Drive Riverside, CA 92506	Unpaid Special Leave September 1, 1991 through June 30, 1992 without compen- sation, health and welfare benefits, increment advance- ment or the accrual of seniority for layoff or reduction in force purposes.

CERTIFICATED PERSONNEL (Continued)

Leave of Absence (Continued)

Language, Speech & Hearing Specialist	Ms. Kari Rohr 4143 Rosewood Riverside, CA 92506	Maternity Leave effective May 13, 1991 through June 21, 1991 with use of sick leave benefits.
Teacher	Ms. Debra Visser 20739 Lycoming #113 Walnut, CA 91789	Correction of Maternity Leave dates to February 20, 1991 through April 17, 1991 with use of sick leave benefits.

Resignation

Teacher	Ms. Wendy Bailey 5450 Camino Real Riverside, CA 92509	Effective June 30, 1991
Teacher	Ms. Susan Cook 8345 Honeysuckle Place Rancho Cucamonga, CA 91730	Effective June 30, 1991



Personnel Report #16

CLASSIFIED PERSONNEL

Regular Assignment

Cafeteria Assistant I	Ms. Victoria Alessandro 6861 Lauren Lane Riverside, CA 92509	Effective February 12, 1991 Work Year F Part-time
Cafeteria Assistant I	Ms. Sharon Hays 6031 Dorset Street Riverside, CA 92509	Effective February 12, 1991 Work Year F Part-time
Instructional Aide	Ms. Brenda Johnson 2674 Rubidoux Blvd. Riverside, CA 92509	Effective February 19, 1991 Work Year E1 Part-time
Instructional Aide	Ms. Joanne King 11499 Mojave Drive Mira Loma, CA 91752	Effective February 6, 1991 Work Year E1 Part-time
Cafeteria Assistant I	Ms. Susan Robertson 9954 52nd Street Riverside, CA 92509	Effective February 19, 1991 Work Year F Part-time
Instructional Aide	Ms. Mary Stallard 6325 Lansing Drive Riverside, CA 92509	Effective February 19, 1991 Work Year F Part-time

Substitute Assignment

Campus Supervisor	Mr. Geoffrey Holt 6881 Alviso Riverside, CA 92509	As needed
Library Technician	Ms. Jacqueline Stone 6900 Pearl Street Riverside, CA 92509	As needed
Cafeteria Assistant I	Ms. Mary Tappan 4461 Golden West Avenue Riverside, CA 92509	As needed

Short-Term/Extra Work

Ina Arbuckle Elementary; to produce supplemental audio tapes to assist students in reading; February 1, 1991 through February 28, 1991; not to exceed 50 hours total; appropriate hourly rate of pay.

Clerk-Typist	Ann Valle
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Instructional Services; to produce School Accountability Report Cards; December 22, 1990 through January 29, 1991; not to exceed 57.25 hours; appropriate hourly rate of pay.

Secretary/Account Clerk	Dora Martinez
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CLASSIFIED PERSONNEL (Continued)

Short-Term/Extra Work

Instructional Services; to assist with proficiency testing assessment; February 12, 1991 through February 21, 1991; not to exceed twenty-one (21) hours total; appropriate hourly rate of pay.

Bilingual Language Tutor      Debbie Ferrel

Preschool; to provide substitute coverage for another employee on Unpaid Special Leave; February 12, 1991 through February 22, 1991; not to exceed 45 hours total; appropriate hourly rate of pay.

Instructional Aide              Delia Aguilera

Placement on 39-Month Reemployment List

Bus Driver	Ms. Rita Fine 7933 Virtue Vista Riverside, CA 92509	Effective February 26, 1991
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Resignation

Grounds Worker	Mr. Hugh Barker 3973 Everest Avenue Riverside, CA 92503	Effective February 26, 1991
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OTHER PERSONNEL (Non-Management Personnel Not Represented by a Bargaining Unit)

Regular Assignment

Activity Supervisor	Ms. Patricia Garcia 5463 Sulphur Drive Mira Loma, CA 91752	Effective February 12, 1991 Work Year F Part-time
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Substitute Assignment

Activity Supervisor	Ms. Carolyn Gammill 9011 Jurupa Road Riverside, CA 92509	As needed
Activity Supervisor	Ms. Patricia Garcia 5463 Sulphur Drive Mira Loma, CA 91752	As needed
Activity Supervisor	Ms. Audrey Munro 6327 Grand Valley Trail Riverside, CA 92509	As needed
Activity Supervisor	Ms. Lena Ortega 4100 Mennes Street Riverside, CA 92509	As needed

Short-Term Assignment

Educational Support Services; 1990-91; to serve as peer tutors for the after school sports and recreation program; \$4.25 per hour each.

Sherry Hall	Astyliia Bell	Chandra Graves
Jennifer Pfaff	Jim Leach	Veronica Huerta
Tanisha Thomas	Teresa Garcia	Demita Johnson
Elizabeth Ege	Minerva Medeles	Shana Green
Franky Perez	Ramona Mares	

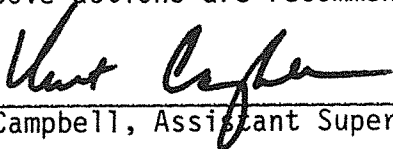
Pedley Elementary; peak-load assistance; March 1, 1991 through April 30, 1991; not to exceed 20 hours each; appropriate hourly rate of pay.

Activity Supervisor	Judy Hesler
Activity Supervisor	Juanita Vasquez
Activity Supervisor	Cheri Watson
Activity Supervisor	Pat Abbott
Activity Supervisor	Paula Crowley
Activity Supervisor	Corinne Hurka
Activity Supervisor	Kolleen Powell

Rubidoux High School; to serve as Short-Term/Temporary Lifeguards; December 1, 1990 through June 30, 1991; not to exceed eight (8) hours per day; \$6.00 per hour.

Tracy Cruz	Justin Nielsen	Monique Girton
Evelyn Hopper		

The above actions are recommended for approval:

  
Kent Campbell, Assistant Superintendent-Personnel Services

RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

02/04/91 - 02/17/91  
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
P65497	100	178 00	DISTRICT ADMINISTRATION	DMA CONCEPTS		PRINT SHOP-REPAIR COLLATER	274.19
P65586	100	178 00	WAREHOUSE	CONSOLIDATED ELECTRICAL		WHSE-STOCK	1,518.84
P65602	100	191 00	INDUSTRIAL ARTS	REEL LUMBER SERVICE		MMS-INSTRUCTIONAL MATERIALS	345.91
P65607	100	178 00	INSTRUCTIONAL ADMINISTRATION	RIVERSIDE CO OFFICE OF EDUC		EC-ADMISSION TO EVENT	390.00
P65629	100	178 00	DISTRICT ADMINISTRATION	DOWNTOWN ONE HOUR PHOTO		EC-OPEN PO-OFFICE SUPPLIES	300.00
P65642	100	197 00	GENERAL EDUCATION - SECONDARY	CTB/MCGRAW HILL		JVH-INSTRUCTIONAL MATERIALS	211.94
P65683	100	178 00	GUIDANCE & COUNSELING	PSYCHOLOGICAL CORPORATION,		EC-SUPPLIES	515.25
P65686	100	178 00	INSTRUCTIONAL ADMINISTRATION	CTB/MCGRAW HILL		EC-TESTS	690.12
P65711	100	178 00	SELF-CONTAINED CLASSROOM	COMPUTER SERVICE & SALES		MAINT-COMPUTER REPAIR	1,147.35
P65721	100	000 00	SELF-CONTAINED CLASSROOM	FONTANA, CITY OF		SC-ADMISSION TO EVENTS	213.75
P65726	100	190 00	INDUSTRIAL ARTS	RIVERSIDE CO. LUMBER CO.		JMS-INSTRUCTIONAL MATERIALS	1,262.50
							-----
							FUND TOTAL
							6,969.35
							-----
							TOTAL NUMBER OF PURCHASE ORDERS
							11
P65591	101	178 00	MENTOR TEACHER PROGRAM	IMAGINE THAT		EC-OTHER BOOKS	398.04
P65593	101	186 00	S.I.P. (SCHOOL IMPROVEMENT PR	SCHOLASTIC MAGAZINES		VB-SUBSCRIPTIONS	459.90
P65633	101	178 00	NON-AGENCY ACYF HEADSTART	IMAGINE THAT		EC-OPEN PO-OTHER BOOKS	500.00
P65634	101	178 00	NON-AGENCY ACYF HEADSTART	IMAGINE THAT		EC-OPEN PO-OTHER BOOKS	500.00
P65635	101	178 00	NON-AGENCY ACYF HEADSTART	IMAGINE THAT		EC-OPEN PO-OTHER BOOKS	500.00
P65636	101	185 00	S.I.P. (SCHOOL IMPROVEMENT PR	PRICE CLUB, THE		TS-VCR	635.81
P65637	101	182 00	S.I.P. (SCHOOL IMPROVEMENT PR	HOUSE OF TV & APPLIANCES		TS-TELEVISION	1,108.67
P65659	101	185 00	S.I.P. (SCHOOL IMPROVEMENT PR	EDUCATIONAL RESOURCES - ORD		TS-INSTRUCTIONAL MATERIALS	297.77
P65665	101	187 00	NON-AGENCY DRUG FREE SCHOOLS	PRICE CLUB, THE		WR-TV/VCR	532.48
P65666	101	178 00	NON-AGENCY ACYF HEADSTART	SUNBURST COMMUNICATIONS		EC-INSTRUCTIONAL MATERIALS	265.19

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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REPORT OF PURCHASES

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	AMOUNT
PURCHASE ORDERS TO BE RATIFIED						
P65667	101	187 00	E.I.A. (ECONOMIC IMPACT AID) IMED	WR-PHONOGRAPH		297.99
P65677	101	197 00	VOCATIONAL AGRICULTURE INCENT MIDWAY FEEDS & SUPPLIES	JVH-INSTRUCTIONAL MATERIALS		1,222.55
P65678	101	189 00	S.I.P. (SCHOOL IMPROVEMENT PR STOCKWELL & BINNEY (#5236	IH-OFFICE SUPPLIES		289.65
P65698	101	185 00	S.I.P. (SCHOOL IMPROVEMENT PR RIGBY	TS-INSTRUCTIONAL MATERIALS		397.13
P65713	101	181 00	S.I.P. (SCHOOL IMPROVEMENT PR MCCracken EDUCATIONAL	MB-INSTRUCTIONAL MATERIALS		257.20
P65722	101	197 00	NON-AGENCY TOBACCO USE PREVEN HOUSE OF TV & APPLIANCES	JVH-TV		369.56
P65724	101	189 00	S.I.P. (SCHOOL IMPROVEMENT PR PRICE CLUB, THE	IH-SUPPLIES		372.38
P65733	101	178 00	ECONOMIC IMPACT AID - L E P MACMILLAN PUBLISHING CO., I	IA-INSTRUCTIONAL MATERIALS		1,222.82
P65735	101	178 00	ECONOMIC IMPACT AID - L E P SCHOLASTIC BOOK CLUBS, INC.	IA-INSTRUCTIONAL MATERIALS		249.30
P65736	101	178 00	NON-AGENCY TOBACCO USE PREVEN RON OFFENSTEIN, PH.D.	EC-CONSULTANT SERVICES		5,250.00
P65737	101	181 00	S.I.P. (SCHOOL IMPROVEMENT PR RIGBY	MB-OTHER BOOKS		314.18
FUND TOTAL						15,440.62
TOTAL NUMBER OF PURCHASE ORDERS						21
P65606	102	190 00	RESOURCE SPECIALIST PROGRAM	EGGHEAD SOFTWARE	JMS-COMPUTER SOFTWARE	210.00
P65688	102	186 00	DIS LANGUAGE/SPEECH	PSYCHOLOGICAL CORPORATION,	VB-INSTRUCTIONAL MATERIALS	242.82
FUND TOTAL						452.82
TOTAL NUMBER OF PURCHASE ORDERS						2
P65352	103	178 00	PUPIL TRANSPORTATION	K & K CO.	TRANS-AUTO REPAIR	266.80
P65354	103	178 00	PUPIL TRANSPORTATION	CASH EXPRESS, INC.	TRANS-REPAIR BUS	1,950.00
P65493	103	178 00	PUPIL TRANSPORTATION	AUTOMATIC TRANSMISSION	TRANS-AUTO REPAIR	436.78
P65506	103	178 00	PUPIL TRANSPORTATION	INLAND TRUCK ELECTRIC, INC.	TRANS-SUPPLIES	1,123.05
P65510	103	178 00	GIFTED AND TALENTED EDUCATION APPLE COMPUTER-SUPPORT CENT	JVH-COMPUTER EQUIPMENT		2,327.82

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 02/04/91 - 02/17/91  
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
				PURCHASE ORDERS TO BE RATIFIED		
P65551	103	178 00	PUPIL TRANSPORTATION	MONTCLAIR ENGINE EXCHANGE	TRANS-REPAIR VEHICLE	1,176.97
P65589	103	178 00	GIFTED AND TALENTED EDUCATION AGES		JVH-INSTRUCTIONAL MATERIALS	445.17
P65681	103	178 00	GIFTED AND TALENTED EDUCATION RIVERSIDE PUBLISHING CO.		EC-INSTRUCTIONAL MATERIALS	313.11
					FUND TOTAL	8,039.70
					TOTAL NUMBER OF PURCHASE ORDERS	8
P65592	106	178 00	INSTRUCTIONAL MEDIA - E.R.C.	GENERAL BINDING SALES CORP	IMC-MAINT AGREEMENT	267.00
P65663	106	178 00	INSTRUCTIONAL MEDIA - E.R.C.	CALIF SCHOOL BOOK FAIR	PA-RIF BOOKS	395.66
P65674	106	197 00	PHYSICAL EDUCATION	ORANGE SPORTING GOODS	JVH-INSTRUCTIONAL MATERIALS	434.52
P65676	106	197 00	PHYSICAL EDUCATION	ORANGE SPORTING GOODS		469.67
P65728	106	178 00	INSTRUCTIONAL MEDIA - E.R.C.	CALIF SCHOOL BOOK FAIR	IA-OPEN PO-RIF LIBRARY BOOKS	604.34
P65729	106	178 00	INSTRUCTIONAL MEDIA - E.R.C.	CALIF SCHOOL BOOK FAIR	IA-OPEN PO-RIF LIBRARY BOOKS	395.66
					FUND TOTAL	2,566.85
					TOTAL NUMBER OF PURCHASE ORDERS	6
P65499	119	178 00	PLANT MAINTENANCE	GRILLO FILTERS SALES	MAINT-SUPPLIES	1,020.74
P65704	119	178 00	PLANT MAINTENANCE	FAMILIAN PIPE AND SUPPLY	MAINT-OPEN PO FOR PLUMBING SUPPLIES	750.00
					FUND TOTAL	1,770.74
					TOTAL NUMBER OF PURCHASE ORDERS	2
P65689	490	184 11	FACILITIES	LEVITZ FURNITURE	RL-FURNITURE	515.84
P65691	490	184 11	FACILITIES	VIRCO MANUFACTURING COMPANY	RL-CLASSROOM FURNITURE	1,009.62
					FUND TOTAL	1,525.46
					TOTAL NUMBER OF PURCHASE ORDERS	2
P65707	620	197 22	FACILITIES	FREESTYLE SALES CO INC	JVH-CAMERA	255.44

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# RIVERSIDE REGIONAL EDUCATION DATA CENTER

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 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 02/04/91 - 02/17/91  
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	PURCHASE ORDERS TO BE RATIFIED
P65668	700	178 00	STATE PRESCHOOL AB-451	LAKESHORE CURRICULUM MATERI	GA-INSTRUCTIONAL MATERIALS	
					FUND TOTAL	255.44
					TOTAL NUMBER OF PURCHASE ORDERS	1
P65679	900	178 00	DISTRICT ADMINISTRATION	AMERICAN LOCK & SUPPLY CO	MAINT-SUPPLIES	
					FUND TOTAL	256.03
					TOTAL NUMBER OF PURCHASE ORDERS	1
P65608	900	178 00	DISTRICT ADMINISTRATION	BEST LOCKING SYSTEMS OF L.A	MAINT-SUPPLIES	
					FUND TOTAL	3,431.43
P65679	900	178 00	DISTRICT ADMINISTRATION	AMERICAN LOCK & SUPPLY CO	MAINT-SUPPLIES	
					FUND TOTAL	309.92
					TOTAL NUMBER OF PURCHASE ORDERS	2
P65507	930	191 00	PLANT MAINTENANCE	BRICKLEY CONSTRUCTION	MAINT-MMS-ASBESTOS REMOVAL	
					FUND TOTAL	870.00
					TOTAL NUMBER OF PURCHASE ORDERS	1
					57 PURCHASE ORDERS OVER	\$200.00 FOR A TOTAL AMOUNT OF 41,888.86
					98 PURCHASE ORDERS UNDER	\$200.00 FOR A TOTAL AMOUNT OF 7,055.33
					155 PURCHASE ORDERS	FOR A GRAND TOTAL OF 48,944.19

Recommend Approval:   
 Director of Purchasing

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

COUNTY: 33 RIVERSIDE  
DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

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PURCHASES OVER \$1

DISBURSEMENT ORDERS

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	AMOUNT
D89823	100	180 00	OPERATIONS-OTHER FACILITY	SO CALIFORNIA EDISON	D6685 DEC. 1990 ELECTRIC BILL	11,859.49
D89824	100	176 00	OPERATIONS-OTHER FACILITY	SO CALIFORNIA GAS	D6686 DEC. 1990 GAS BILL	392.76
D89825	100	178 00	OPERATIONS-OTHER FACILITY	A.T.& T. INFORMATION SYSTEM	D6687 JAN. 1991 MONTHLY BILLING	3.88
D89827	100	197 00	PLANT OPERATIONS	PACIFIC TELEPHONE	D6689 JAN. 1991 PHONE BILL	53.35
D89828	100	000 00	SELF-CONTAINED CLASSROOM	MUSIC CENTER	D6692 PROF SERVICE 1/29/91 (GA)	434.00
D89836	100	178 00	OPERATIONS-OTHER FACILITY	C.B.S.I.	D6691 JAN. 1991 PHONE BILL	56.83
D89843	100	197 00	GENERAL EDUCATION - SECONDARY	SHERATON HARBOR ISLAND	D11961 CONF LODGING 2/21-23/91 1 EMP	274.68
D89844	100	195 00	CONTINUATION EDUCATION	VERN WEATHERFORD	D11972 REFEREE 2/15, 2/21 (NV)	45.00
D89845	100	195 00	CONTINUATION EDUCATION	EVANS, MIKE	D11970 REFEREE 2/15, 2/21 (NV)	45.00
D89846	100	176 00	OPERATIONS-OTHER FACILITY	SO CALIFORNIA EDISON	D11963 JAN. 1991 ELECTRIC BILL	47,657.46
D89847	100	175 00	OPERATIONS-OTHER FACILITY	SO CALIFORNIA EDISON	D11964 JAN. 1991 ELECTRIC BILL	18,584.83
D89848	100	189 00	OPERATIONS-OTHER FACILITY	SO CALIFORNIA GAS	D11965 JAN. 1991 GAS BILL	571.05
D89849	100	185 00	OPERATIONS-OTHER FACILITY	SANTA ANA RIVER WATER	D11966 JAN. 1991 WATER BILL	578.60
D89850	100	178 00	OPERATIONS-OTHER FACILITY	PACIFIC TELEPHONE	D11968 JAN. 1991 PHONE BILL	48.70
D89852	100	181 00	OPERATIONS-OTHER FACILITY	MUTUAL WATER CO	D11967 JAN. 1991 WATER BILL	515.76
D89854	100	178 00	DISTRICT ADMINISTRATION	MARQUIS HOTEL	D11974 CONF LODGING 2/14-15/91 1 EMP	129.35
D89855	100	173 00	DISTRICT ADMINISTRATION	RIVERSIDE CO OFFICE OF EDUC	D11975 CONF 3/8/91 2 EMP	44.00
D89856	100	178 00	DISTRICT ADMINISTRATION	RIVERSIDE CO OFFICE OF EDUC	D11973 CONF 2/14-15/91 1 EMP	47.00
D89900	100	178 00	DISTRICT ADMINISTRATION	INA ADMINISTRATORS TRUST AC	D11979 DECEMBER AND JANUARY PREMIUMS	263.91
D89901	100	178 00	DISTRICT ADMINISTRATION	KAISER FOUNDATION HEALTH PL	D11980 JANUARY PREMIUM	149,013.87
D89912	100	178 00	DISTRICT ADMINISTRATION	WICKETT & GASH	D11971 JAN. 1991 GASOLINE CHARGES	4,558.17
D89913	100	178 00	OPERATIONS-OTHER FACILITY	PACIFIC TELEPHONE	D11981 JAN. 1991 PHONE BILL	11,644.29
D89915	100	178 00	PLANT OPERATIONS	BRUCE GRIFFIN	D11914 REIMB MAINTENANCE SUPPLIES	21.34
D89916	100	178 00	FINE ARTS-MUSIC	MIKE WASINGER	D11917 MILEAGE	71.64

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

COUNTY: 33 RIVERSIDE  
DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

02/04/91 - 02/17/91  
PURCHASES OVER \$1

DISBURSEMENT ORDERS

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	AMOUNT
D89919	100	178 00	SELF-CONTAINED CLASSROOM	NANCY ORTIZ	D11984 MILEAGE	7.90
D89923	100	176 00	SELF-CONTAINED CLASSROOM	KATHY BRAY	D11987 MILEAGE	20.12
D89925	100	178 00	DISTRICT ADMINISTRATION	ROBERT IVERSON	D11991 REIMB OFFICE SUPPLIES	10.52
D89926	100	178 00	DISTRICT ADMINISTRATION	KATHLEEN JOHNSON	D11992 REIMB OFFICE SUPPLIES	64.00
D89995	100	178 00	NON-AGENCY ACTIVITIES - EDUCATION	EDUCATION PERKINS, EUGENE	D12000 MASTER TEACHER STIPEND	166.70
D89996	100	178 00	NON-AGENCY ACTIVITIES - EDUCATION	EDUCATION SEAGO, NANETTE	D12001 MASTER TEACHER STIPEND	166.70
D89997	100	178 00	NON-AGENCY ACTIVITIES - EDUCATION	EDUCATION MONGE, RUDY	D12002 MASTER TEACHER STIPEND	166.70
D89998	100	178 00	NON-AGENCY ACTIVITIES - EDUCATION	EDUCATION DIMERY, SHARON	D12003 MASTER TEACHER STIPEND	166.70
D89999	100	178 00	NON-AGENCY ACTIVITIES - EDUCATION	EDUCATION HARTSOCK, IRMA	D12004 MASTER TEACHER STIPEND	166.70
D90000	100	178 00	NON-AGENCY ACTIVITIES - EDUCATION	EDUCATION VANTRAIN, JUDITH	D12005 MASTER TEACHER STIPEND	166.70
D90002	100	196 00	GENERAL EDUCATION - SECONDARY	CHRISTINE NIELSON	D12008 REIMB CONF 1/11-13/91 1 EMP	40.00
D90035	100	178 00	DISTRICT ADMINISTRATION	FERRELL, RON	D12012 QTRLY RIDESHARE PROGRAM (MOT)	250.00
D90037	100	178 00	DISTRICT ADMINISTRATION	FERRELL, RON	D12013 JAN. 1991 RIDESHARE PROGRAM	40.00
D90038	100	178 00	DISTRICT ADMINISTRATION	ROSSE, VINCE	D12014 QTRLY RIDESHARE PROGRAM (RHS)	250.00
D90039	100	178 00	DISTRICT ADMINISTRATION	MURPHY, KAREN	D12015 JAN. 1991 RIDESHARE PROGRAM	40.00
D90041	100	178 00	DISTRICT ADMINISTRATION	POSTMASTER	D12009 REPLENISH POSTAGE METER	2,500.00
D90042	100	178 00	DISTRICT ADMINISTRATION	WICKETT & GASH	D12011 FEB. 1991 GASOLINE CHARGES	1,224.50
D90055	100	178 00	DISTRICT ADMINISTRATION	SANDRA MASON	D12010 REIMB DAMAGE PERSONAL PROPERTY	100.00
D90056	100	178 00	DISTRICT ADMINISTRATION	STATE OF CALIFORNIA	D12016 STULL HEARINGS DEC. 1990	22.00
D90102	100	178 00	DISTRICT ADMINISTRATION	STATE OF CALIFORNIA	D12017 FINGERPRINT APPS DEC. 1990	459.40
D90103	100	178 00	OPERATIONS-OTHER FACILITY	PACTEL CELLULAR	D12020 JAN. 1991 MONTHLY BILLING	94.38
D90107	100	178 00	RETIREE BENEFITS	KAISER FOUNDATION HEALTH PL	D12021 SEPTEMBER PREMIUM	1,302.34
D90108	100	178 00	DISTRICT ADMINISTRATION	BANK OF AMERICA NT&SA	D12022 ANNUAL FEE	10.00
D90141	100	196 00	OPERATIONS-OTHER FACILITY	SO CALIFORNIA EDISON	D12023 JAN. 1991 ELECTRIC BILL	71.19

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DISBURSEMENT ORDERS

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D90142	100	178 00	OPERATIONS-OTHER FACILITY	PACIFIC TELEPHONE	D12024 FEB. 1991 PHONE BILL	63.85
D90143	100	186 00	OPERATIONS-OTHER FACILITY	JURUPA COMMUNITY SERVICES	D12025 JAN. 1991 WATER BILL	3,040.27
D90144	100	185 00	OPERATIONS-OTHER FACILITY	SO CALIFORNIA GAS	D12026 JAN. 1991 GAS BILL	2,475.94
D90156	100	178 00	PLANT OPERATIONS	PROTECTION SERVICES, INC	D5331 MONITERING FEES (DW)	3,084.89
D90158	100	178 00	DISTRICT ADMINISTRATION	JOHN P. WILSON	D11993 REIMB CONF 1/30/91 1 EMP	42.80
D90161	100	178 00	INSTRUCTIONAL ADMINISTRATION	TINA BRENNAN	D11996 MILEAGE	28.06
D90162	100	178 00	DISTRICT ADMINISTRATION	JANA TWOMBLEY	D11997 MILEAGE	53.56
D90163	100	178 00	DISTRICT ADMINISTRATION	JEAN HOLSINGER	D11998 MILEAGE	7.80
D90164	100	178 00	PLANT OPERATIONS	KATHYERN L. ROMERO	D12027 MILEAGE	26.54
D90165	100	178 00	FINE ARTS-MUSIC	KATHLEEN SCOTT	D12028 MILEAGE	12.81
D90166	100	178 00	DISTRICT ADMINISTRATION	JOHN P. WILSON	D12029 MILEAGE	69.68
D90167	100	178 00	DISTRICT ADMINISTRATION	IRENE TOKARZ	D12030 MILEAGE	12.48
D90168	100	178 00	DISTRICT ADMINISTRATION	WILERT E. ANDERSON	D12031 MILEAGE	86.45
D90169	100	178 00	PLANT OPERATIONS	STEVE DICKINSON	D12032 MILEAGE	85.62
D90170	100	178 00	DISTRICT ADMINISTRATION	PHIL WILKESON	D12033 MILEAGE	68.80
D90171	100	178 00	DISTRICT ADMINISTRATION	DONNA FULLER	D12034 MILEAGE	5.46
D90173	100	184 00	SCHOOL ADMINISTRATION	WALT LANCASTER	D12036 REIMB OFFICE SUPPLIES	51.64
D90174	100	178 00	DISTRICT ADMINISTRATION	PHIL WILKESON	D12037 REIMB PHYSICAL EXAM	158.00
D90175	100	195 00	CONTINUATION EDUC-HEALTH & SA	SHARON DIMERY	D12038 REIMB INSTRUCTIONAL MATERIALS	233.77
D90183	100	195 00	CONTINUATION EDUCATION	NUEVA VISTA H S FACULTY CLU	D6655 REFEREE 1/18/91 (NV)	22.50
D90184	100	195 00	CONTINUATION EDUCATION	NUEVA VISTA H S FACULTY CLU	D6654 REFEREE 1/18/91 (NV)	22.50
D90185	100	173 11	FACILITIES	DEPARTMENT OF EDUCATION	D12050 REVIEW PLANS (GH, JVHS)	3,150.77
D90187	100	178 00	DISTRICT ADMINISTRATION	BANK OF AMERICA NT&SA	D12052 ANNUAL FEE/CONF 1/7/91 1 EMP	33.71
D90188	100	178 00	DISTRICT ADMINISTRATION	BANK OF AMERICA NT&SA	D12051 ANNUAL FEE	18.00

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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REPORT OF PURCHASES

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 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D90190	100	178 00	DISTRICT ADMINISTRATION	KEENAN & ASSOCIATES	D12053 REIMB FEES	494.00
D90196	100	178 00	DISTRICT ADMINISTRATION	AMERICAN UNITED LIFE INS CO	D12057 DECEMBER PREMIUM	1,852.25
D90199	100	178 00	DISTRICT ADMINISTRATION	AMERICAN UNITED LIFE INS CO	D12056 JANUARY AND FEBRUARY PREMIUMS	3,690.80
D90200	100	178 00	DISTRICT ADMINISTRATION	HEALTH NET	D12055 JANUARY PREMIUM	10,178.56
D90227	100	178 00	DISTRICT ADMINISTRATION	KAISER FOUNDATION HEALTH PL	D12062 PREMIUM ADJUSTMENT	13,536.66
D90245	100	178 00	DISTRICT ADMINISTRATION	ANGELINA RUBIDOUX	D12081 REFUND OF INSURANCE PREMIUM	301.07
D90247	100	178 00	GUIDANCE & COUNSELING	IRWIN CONDIT	D12065 MILEAGE	20.51
D90248	100	178 00	GUIDANCE & COUNSELING	STEVE EIMERS	D12066 MILEAGE	10.00
D90249	100	178 00	PLANT OPERATIONS	BILLIE REDFORD	D12067 MILEAGE	7.71
D90250	100	181 00	STUDENT ACTIVITIES	DON MC CALL	D12068 REIMB INSTRUCTIONAL MATERIALS	18.70
D90251	100	188 00	SCHOOL ADMINISTRATION	LAZ BARREIRO	D12069 REIMB POSTAGE	17.95
D90261	100	178 00	SELF-CONTAINED CLASSROOM	NORA ORTIZ	D12042 MILEAGE	7.90
D90280	100	178 00	OPERATIONS-OTHER FACILITY	RUBIDOUX COMMUNITY SERVICES	D12060 JAN. 1991 WATER BILL	3,407.30
D90281	100	184 00	OPERATIONS-OTHER FACILITY	SO CALIFORNIA GAS	D12064 JAN. 1991 GAS BILL	1,071.54
D90282	100	180 00	OPERATIONS-OTHER FACILITY	SO CALIFORNIA GAS	D12054 JAN. 1991 GAS BILL	3,887.63
D90283	100	185 00	OPERATIONS-OTHER FACILITY	SO CALIFORNIA EDISON	D12063 JAN. 1991 ELECTRIC BILL	82.77
D90288	100	178 00	DISTRICT ADMINISTRATION	CHAVEZ, JOHN	D12086 REIMB CONF 1/16-17/91 1 BRD M	49.51
D90289	100	178 00	DISTRICT ADMINISTRATION	WILSON, JOHN P.	D12085 REIMB CONF 1/17-29/91 1 EMP	302.26
D90299	100	178 00	DISTRICT ADMINISTRATION	RUSSELL ORWIG	D12044 REIMB REGISTRATION FEE	25.00
D90300	100	000 00	SELF-CONTAINED CLASSROOM	TERESA CULLEN	D12043 REIMB ADMISSION FEES	129.00
						-----
						FUND TOTAL
						306,375.53
						-----
						TOTAL NUMBER OF DISBURSEMENTS
						92

D69822 101 176 00 ECONOMIC IMPACT AID - L E P LORRAINE SANCHEZ

28.65

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

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DISBURSEMENT ORDERS

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D89837	101	196 00	SB 1882-CA PROFESSIONAL DEVEL	RUBIDOUX HIGH SCHOOL	D6690 REIMB SUPPLIES DEVEL MEETING	27.49
D89851	101	197 00	OPERATIONS-OTHER FACILITY	CHEVRON, U S A	D11969 JAN. 1991 MONTHLY PURCHASES	73.19
D89853	101	184 00	E.C.I.A. CHAPTER 1	FREDRIC H JONES & ASSOC., I	D11976 CONF 2/28-3/1/91 3 EMP	405.00
D89914	101	180 00	S.I.P. (SCHOOL IMPROVEMENT PR	ANN VALLE	D11802 MILEAGE	27.95
D89920	101	178 00	DISTRICT ADMINISTRATION	SALLY TUNTLAND	D11985 MILEAGE	33.02
D89924	101	184 00	S.I.P. (SCHOOL IMPROVEMENT PR	LINDA DALTON	D11990 REIMB SUPPLIES	47.62
D90003	101	182 00	S.I.P. (SCHOOL IMPROVEMENT PR	ANITA SHIVELY	D12006 REIMB CONF 1/29/91 1 EMP	16.29
D90004	101	182 00	S.I.P. (SCHOOL IMPROVEMENT PR	BETTY NESBIT	D12007 REIMB CONF 1/29/91 1 EMP	16.29
D90101	101	178 00	E.C.I.A. CHAPTER 2	YOUTH SERVICE CTR OF RIVERS	D12019 PROF SERVICE DEC. 1990 (DW)	1,476.16
D90104	101	187 00	S.I.P. (SCHOOL IMPROVEMENT PR	MOBILE ED PRODUCTIONS, INC.	D12018 PROF SERVICE 1/15-1/16 (WR)	700.00
D90157	101	178 00	DISTRICT ADMINISTRATION	MARSHA WILLIS	D11989 REIMB CHILD CARE SERVICES	81.00
D90172	101	176 00	S.I.P. (SCHOOL IMPROVEMENT PR	JANET TEMPLIN	D12035 REIMB INSTRUCTIONAL MATERIALS	100.61
D90176	101	184 00	S.I.P. (SCHOOL IMPROVEMENT PR	WALT LANCASTER	D12039 REIMB INSTRUCTIONAL MATERIALS	178.08
D90201	101	191 00	DEMONSTRATION PROGRAMS IN REA	CSUSB EXTENDED EDUCATION	D12059 CONF 3/2/91 1 EMP	60.00
D90202	101	187 00	S.I.P. (SCHOOL IMPROVEMENT PR	FREDRIC H JONES & ASSOCIATE	D12058 CONF 2/28-3/1/91 1 EMP	150.00
D90252	101	178 00	ECONOMIC IMPACT AID - L E P	JESUS ROMERO	D12040 REIMB INSTRUCTIONAL MATERIALS	248.31
D90253	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR	MARY ANN EKBING	D12041 REIMB ADMISSION FEES	39.00
D90285	101	176 00	S.I.P. (SCHOOL IMPROVEMENT PR	DAN TEMPLIN	D12061 PROF SERVICE FEB. 1991 (CR)	500.00
D90286	101	182 00	S.I.P. (SCHOOL IMPROVEMENT PR	LOPEZ, LYNDIA	D12083 REIMB CONF 2/5/91 1 EMP	8.79
D90287	101	186 00	S.I.P. (SCHOOL IMPROVEMENT PR	CARMEN HERNANDEZ	D12084 REIMB CONF 1/23-26/91 1 EMP	15.00
D90290	101	196 00	VOCATIONAL EDUCATION ACT PL94	STATEWIDE TRAINING INSTITUT	D12088 CONF 3/7-9/91 1 EMP	140.00
D90291	101	196 00	VOCATIONAL EDUCATION ACT PL94	UMNI HOTEL	D12087 CONF LODGING 3/7-9/91 1 EMP	189.66
D90292	101	196 00	SB 1882-CA PROFESSIONAL DEVEL	CALIF INSTITUTE FOR SCHOOL	D12092 CONF 3/26/91 1 EMP	105.00
D90293	101	163 00	S.I.P. (SCHOOL IMPROVEMENT PR	REGENTS-UC	D12093 CONF 3/2/91 1 EMP	70.00

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

COUNTY: 33 RIVERSIDE  
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REPORT OF PURCHASES

02/04/91 - 02/17/91  
PURCHASES OVER \$1

DISBURSEMENT ORDERS

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D90294	101	182 00	S.I.P. (SCHOOL IMPROVEMENT PR CAHPERD		D12091 CONF 5/3-4/91 2 EMP	80.00
D90295	101	182 00	S.I.P. (SCHOOL IMPROVEMENT PR SHIRLEY CRESS		D12094 REIMB CONF 2/5/91 1 EMP	6.12
					FUND TOTAL	4,823.24
					TOTAL NUMBER OF DISBURSEMENTS	27
D89917	102	195 00	RESOURCE SPECIALIST PROGRAM	KTHY DI LED	D11982 MILEAGE	35.10
D89921	102	178 00	PROGRAM SPECIALISTS	SUSAN BALT	D11986 MILEAGE	96.17
					FUND TOTAL	131.27
					TOTAL NUMBER OF DISBURSEMENTS	2
D90159	103	178 00	PUPIL TRANSPORTATION	CURTIS THOMAS	D11989 REIMB TRANSPORTATION SUPPLIES	16.95
D90284	103	178 00	PUPIL TRANSPORTATION	STATE BOARD OF EQUALIZATION	D12082 USE FUEL TAX JAN. 1991	91.57
					FUND TOTAL	108.52
					TOTAL NUMBER OF DISBURSEMENTS	2
D89918	106	197 00	PHYSICAL EDUCATION	JIMMY RODRIGUEZ	D11983 MILEAGE	137.28
D89922	106	178 00	HEALTH & SAFETY EDUCATION	LORRAINE RUBIO	D11918 MILEAGE	56.94
D90160	106	178 00	INSTRUCTIONAL MEDIA - E.R.C.	JANAYE JONES	D11995 MILEAGE	139.10
					FUND TOTAL	333.32
					TOTAL NUMBER OF DISBURSEMENTS	3
D90186	370	192 11	FACILITIES	DEPARTMENT OF EDUCATION	D12050 REVIEW PLANS (3RD MS)	4,000.00
					FUND TOTAL	4,000.00
					TOTAL NUMBER OF DISBURSEMENTS	1
D89826	800	194 00	OPERATIONS-OTHER FACILITY	PACIFIC TELEPHONE	D6688 JAN. 1991 PHONE BILL	17.44

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

COUNTY: 33 RIVERSIDE  
DISTRICT: 46 JURUPA UNIFIED

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DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
					FUND TOTAL	17.44
					TOTAL NUMBER OF DISBURSEMENTS	1
D89994	900	178	00	DISTRICT ADMINISTRATION	STUTZ, GALLAGHER & ARTIANO	D11999 PROF SERVICE JAN. 1991 (EC)
					FUND TOTAL	895.49
					TOTAL NUMBER OF DISBURSEMENTS	1

129 DISBURSEMENT ORDERS FOR A GRAND TOTAL OF

316,684.81

RECOMMEND APPROVAL:

*Barbara Lewis*  
Director of Business Services

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JURUPA UNIFIED SCHOOL DISTRICT  
APPROPRIATION TRANSFERS

March 4, 1991  
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GENERAL FUND

Object	Description	Current Budget	Increase	Decrease	Revised Budget	Comments
0971	Appropriation for Contingencies	\$1,852,237		\$6,226	\$1,846,011	(4)
1000	Certificated Salaries	\$27,150,675	\$280		\$27,150,955	
2000	Classified Salaries	\$5,838,681		\$600	\$5,838,081	
4300	Instructional Supplies	\$349,391	\$680		\$350,071	
4500	Other Supplies	\$468,023		\$192	\$467,831	
5100	Consultants	\$35,705	\$350		\$36,055	
5200	Travel & Conference Expenses	\$70,370	\$66		\$70,001	
5600	Rentals, Leases & Repairs	\$223,476		\$369	\$223,542	
5700	Direct Costs for Interprogram and Interfund Services					
5800	Other Services	\$16,685		\$370	\$16,315	
6400	Equipment	\$679,102	\$2,709		\$676,313	(1)
8900	District Contribution to Restricted Funds	\$106,924			\$109,633	(1)
		\$1,925,051		\$6,461	\$1,918,590	(2) (4)
	Total Fund 100	\$38,716,320			\$38,703,398	

SPECIAL EDUCATION - FUND 102

1000	Certificated Salaries	\$2,936,280	\$4,957		\$2,941,237	(4)
3000	Employee Benefits	\$842,449	\$1,119		\$843,568	(4)
8900	District Contribution to Restricted Funds	\$235,053	\$6,076		\$241,129	(4)
	Total Fund 102	\$4,013,782			\$4,025,934	

OTHER RESTRICTED FUNDS - FUND 103

4300	Instructional Supplies	\$25,518		\$500	\$25,018	
5500	Utilities	\$0	\$500		\$500	(3)
5700	Direct Costs for Interprogram and Interfund Services	(\$115,430)	\$385		(\$115,045)	(2)
8900	District Contribution to Restricted Funds	\$233,235	\$385		\$233,620	
	Total Fund 103	\$117,805			\$118,575	

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APPROPRIATION TRANSFERS (cont.)  
LOTTERY - FUND 106

Object	Description	Current Budget	Increase	Decrease	Revised Budget	Comments
0971	Appropriation for Contingencies	\$4,230	\$15		\$4,245	
5700	Direct Costs for Interprogram and Interfund Services	\$43,715		\$15	\$43,700	
	Total Fund 106	\$47,945			\$47,945	

Comments: (1) Equipment-JMS roll down maps  
(2) Field Trips  
(3) Telephone charges GATE  
(4) Increase in SDC

Recommend Approval: *Richard Seal*  
Director of Business Services

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Jurupa Unified School District  
1990/91 AGREEMENTS

Agreement Number	Contractor	Amount	Fund/Program to be Charged	Purpose
<u>91-1</u>	<u>Consultant or Personal Service Agreements</u>			
91-1-EEEE	Robert Raines	Travel NTE \$ 63.44	District Administration - Education	Provide information to Instructional Council members on development of a comprehensive assessment system
91-1-FFFF	Aylene Popka	\$ 2,250.00	SIP	Perform mock coordinated compliance review of compensatory education programs at Glen Avon, Ina Arbuckle, Pacific Avenue, Rustic Lane, Sunnyslope, Troth Street, Van Buren, and West Riverside
91-1-GGGG	Kelly Duro	\$ 150.00	SIP	Three performances of "Kelly The Clown" to students of West Riverside

The Assistant Superintendent Business Services will have copies of agreements available for review by the Board.

Rollin Edmunds  
Assistant Superintendent  
Business Services

RE/dc  
3-4-91

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## NON-ROUTINE STUDENT FIELD TRIP/EXCURSION - REQUEST FOR APPROVAL

DATE(S): May 4-10, 1991LOCATION: Nashville TennesseeTYPE OF ACTIVITY: Performance Tour

PURPOSE/OBJECTIVE: \_\_\_\_\_

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

Staci Della-Rocco, DirectorKaren Calhoun, AccompanistsMr. & Mrs. Frank Jensen, Accompanists

EXPENSES:      Transportation      \$218.00  
                  Lodging      \$150.00  
                  Meals      \$117.00  
                  All Other      \$

Number of Students 24TOTAL EXPENSE      \$11,640.00Cost Per Student \$485.00  
(Total Cost ÷ # of Students)INCOME: List All Income By Source and Indicate Amount Now on Hand:

Source	Expected Income	Income Now On Hand
<u>Concerts/ Performances</u>	<u>\$500.00</u>	<u>\$3500.00</u>
<u>Cassette sales</u>	<u>\$2000.00</u>	<u>\$1750.00</u>
<u>Ticket/ Advertisement Sales/Talent Show</u>	<u>\$4500.00</u>	
TOTAL:	<u>\$7000.00</u>	<u>\$5250.00</u>

Arrangements for Transportation: Southwest AirlinesArrangements for Accommodations and Meals: Marriott Hotel, NashvillePlanned Disposition of Unexpended Funds: Re-deposit into Madrigal Trust Fund

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: [Signature] Date: 2/26/91 School: Rubideux High 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: [Signature]

Date: \_\_\_\_\_

Date approved by the Board of Education

Date: \_\_\_\_\_

Distribution:

White copy to Assistant Superintendent Education Services

Yellow copy to Originator

Pink copy to Principal

HS

Jurupa Unified School District

**NON-ROUTINE STUDENT FIELD TRIP/EXCURSION - REQUEST FOR APPROVAL**

**DATE(S):** February 19 through February 24, 1991

**LOCATION:** National Date Festival - Indio

**TYPE OF ACTIVITY:** Livestock Show

**PURPOSE/OBJECTIVE:** To sell and exhibit students class projects and practice agricultural skills

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

Rhonda Fuller - teacher, Linda Lamb - Vocational Assistance

Jim Fuller - Volunteer, Joe Duran - Volunteer

<b>EXPENSES:</b>	Transportation	\$		Number of Students <u>30</u>
	Lodging	\$	1500.00	
	Meals	\$		
	All Other	\$	1050.00	
	<b>TOTAL EXPENSE</b>	\$	2550.00	Cost Per Student <u>85.00</u> (Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Student payments	\$2550.00	2550.00
<b>TOTAL:</b>	\$ 2550.00	2550.00

Arrangements for Transportation: Ag Vehicles and parent volunteers

Arrangements for Accommodations and Meals: Motel 6 - Indio and food Mona Horn, parent Volunteer

Planned Disposition of Unexpended Funds: Returned 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: Rhonda Fuller (instructor) Date: 2/8/91 School: RHS

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: H. P. Kaste Date: 2-13-91

Date approved by the Board of Education \_\_\_\_\_ Date: \_\_\_\_\_

Distribution: White copy to Assistant Superintendent Education Services  
Yellow copy to Originator  
Pink copy to Principal

(H6)

## NON-ROUTINE STUDENT FIELD TRIP/EXCURSION - REQUEST FOR APPROVAL

DATE(S): March 1, 2 and 3, 1991LOCATION: San Diego, California (Grand Hotel)TYPE OF ACTIVITY: Southern California Simulation Drill MeetPURPOSE/OBJECTIVE: Complete Drill MeetNAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) COL WILLIAM R. CARROLL (ASI) CMSGT FRANK COHEN (AASI)

## EXPENSES:

Transportation  
Lodging  
Meals  
All Other\$ 0  
\$ 360.00  
\$ 0  
\$ 0Number of Students 22TOTAL EXPENSE \$ 360.00\* Cost Per Student  
(Total Cost ÷ # of Students)

\* Students required to furnish their own meals.

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

Source	Expected Income	Income Now On Hand
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL: \$

Arrangements for Transportation:

Private Vehicles driven by Parents

Arrangements for Accommodations and Meals:

Rooms paid for by APTC, Meals by students

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: Will Plawel Date: 2-19-91 School: Rubidoux  
(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: \_\_\_\_\_ Date: \_\_\_\_\_

Date approved by the Board of Education \_\_\_\_\_ Date: \_\_\_\_\_

Distribution:

White copy to Assistant Superintendent Education Services  
Yellow copy to Originator  
Pink copy to Principal

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## NON-ROUTINE STUDENT FIELD TRIP/EXCURSION - REQUEST FOR APPROVAL

DATE(S): March 14th - March 17th, 1991LOCATION: Phoenix, ArizonaTYPE OF ACTIVITY: American Choral Directors Association National ConferencePURPOSE/OBJECTIVE: to learn from other conductors, readh through new music, attend clinics, hear the best choral organizations from all over the United States

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

\_\_\_\_\_  
\_\_\_\_\_

EXPENSES:	Transportation	\$ _____	Number of Students	<u>N.A.</u>
	Lodging	\$ _____		
	Meals	\$ _____		
	All Other	\$ _____		
	TOTAL EXPENSE	\$ _____	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:	\$ _____	_____

Arrangements for Transportation: personal expense - air fareArrangements for Accommodations and Meals: personal expense - hotel and meals

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: Melva Joy Morris (Instructor) Date: 2/15/91 School: J. V. H. S.

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: Alan Young Date: 2/15/91  
Date approved by the Board of Education \_\_\_\_\_ Date: \_\_\_\_\_Distribution: White copy to Assistant Superintendent Education Services  
Yellow copy to Originator  
Pink copy to Principal

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RUBIDOUX HIGH SCHOOL  
TEXTBOOK ADOPTION RECOMMENDATION

TITLE: VIDEO PRODUCTION HANDBOOK

AUTHOR: Gerald Millerson

PUBLISHER: Focal Press

COPYRIGHT: 1987

COURSE: Video Production

COST: Student Text \$19.20  
Teacher's Edition None

OTHER BOOKS CONSIDERED:

1. Television Production, William C. Brow
2. John Hedgecoe's Complete Video Course, Simon & Schuster
3. Television Technology, William C. Brown (not rated)
4. Telecommunications, William C. Brown (not rated)
5. Videomaker's Handbook, St. Martin's Press (not rated)

REASONS FOR SELECTING THIS BOOK:

At the present time we do not have an adopted text for our new course, Video Production. We have examined several possible textbooks and feel the recommended textbook is superior to the others examined for the reasons listed below:

1. It has the most acceptable reading level (9-10) of the books examined.
2. It contains excellent descriptions of the processes for video production.
3. The photographs and diagrams are clear and concise.
4. Each topic has a designated numerical outline for easy reference.
5. Its step-by-step procedures are well illustrated. The inclusion of many outstanding sketches make it easy to follow.
6. The material is presented in a logical and concise manner.

ADDITIONAL COST TO THE DISTRICT:

Thirty-six (36) copies of textbook (1 class set) at \$19.20 each.

RECOMMENDING COMMITTEE

Karen Bell  
Cynthia Pearce  
Ernest Wright

Legal compliance requirements met by completing "Instructional materials Legal Compliance Evaluation form.

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Jurupa Unified School District

CAFETERIA FUND

Revenue and Expense Report  
Month Ending and Year to Date  
December 31, 1990

<u>Revenue:</u>	<u>1989</u>	<u>1990</u>	<u>Year to Date</u> <u>1989-90</u>	<u>Year to Date</u> <u>1990-91</u>
Daily Sales	\$79,329	\$106,762	\$484,882	\$528,181
Federal Reimbursement	50,028	82,457	269,585	356,774
State Reimbursement	4,062	6,804	21,485	29,137
Other Income	<u>854</u>	<u>894</u>	<u>17,184</u>	<u>12,988</u>
Total Sales	\$134,273	\$196,917	\$793,136	\$927,080
 <u>Cost of Food Sales</u>				
Food Available for Sale	\$80,333	\$122,338	\$312,745	\$406,751
Less Ending Inventory	<u>49,708</u>	<u>68,333</u>	<u>49,708</u>	<u>68,333</u>
Cost of Sales	<u>30,625</u>	<u>54,005</u>	<u>263,037</u>	<u>338,418</u>
Gross Profit on Sales	\$103,648	\$142,912	\$530,099	\$588,662
 <u>Expenses</u>				
Labor	\$87,012	\$112,901	\$464,908	\$493,045
Supplies	10,778	7,060	56,075	41,988
Purchased Services	1,301	806	4,442	6,464
Vehicle Repairs & Fuel	231	431	2,299	2,368
Maintenance Repairs	-0-	-0-	-0-	-0-
New Equipment	-0-	-0-	463	10,065
Replacement Equipment	-0-	-0-	2,384	1,646
General Fund Expense	<u>8,509</u>	<u>13,260</u>	<u>53,372</u>	<u>63,648</u>
Total Expenses	\$107,831	\$134,458	\$583,943	\$619,224
 <u>Net Profit or (Loss)</u>	 (\$4,183)	 \$8,454	 (\$53,844)	 (\$30,562)
 Number of Serving Days	 11	 15	 67/69	 70
Number of Meals Served	59,199	84,246	336,757	377,170
Average Meals/Day	5,382	5,616	4,881	5,388
Average Cost/Meal	\$1.485	\$1.41	\$1.595	\$1.61

AH:cc