

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

AGENDA

BOARD OF EDUCATION Sam Knight, President Mary Burns, Clerk David Barnes John Chavez Sandra Ruane

SUPERINTENDENT Benita B. Roberts

JUNE 6, 1994

JURUPA VALLEY HIGH SCHOOL, 10551 Bellegrave, Mira Loma, CA 6:00 p.m.

OPEN PUBLIC SESSION

Call to Order in Public Session

(President Knight)

Roll Call: President Knight, Mrs. Burns, Mr. Barnes, Mr. Chavez, Mrs. Ruane

CLOSED SESSION - 6:00 P.M.

The Board shall recess to Closed Session in the main conference room located near the Principal's office for the following purposes: to consider student disciplinary actions pursuant to Education Code Sections 48900 and 48915; Personnel Report #21 and to discuss assignment of administrative personnel; and to discuss its positions regarding any matter within the scope of representation and instructing its designated representatives for negotiations with employee groups. After Closed Session, the Board shall reconvene in Open Session and disclose any action taken in Closed Session.

PUBLIC SESSION - 7:00 P.M.

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

Roll Call: President Knight, Mrs. Burns, Mr. Barnes, Mr. Chavez, Mrs. Ruane

Flag Salute

(President Knight)

Invocation

(President Knight)

COMMUNICATIONS SESSION

1. Recognition

a. Recognize 1993/94 State Science Fair Participants

(Mr. Taylor)

Nine Jurupa students entered the California State Science Fair held at the L.A. Sports arena May 23 - 24, 1994. These students were winners in the District and Inland Science Fairs held earlier this spring. Mentor teacher, Terry Snell, will be present, as well as the students, in order for Board members to appropriately recognize their accomplishment. The nine students are: Chris Ropchak, Jurupa Middle School; Tami Halleck, Jurupa Middle School; Sarah Hawkins, Nicole Brown, Ryan Ferrel and Mandy Schulke, Mission Middle School; David Watson, Rubidoux High School and Jason Raher and Sean Ferrel, Rubidoux High School.

Administration is delighted to recognize these students.

1. **Recognition** (Cont'd)

b. **Recognize Site and District Teachers of the Year**

(Mr. Taylor)

Each June as we take note of the many accomplishments of Jurupa's students, we pause to honor those who have contributed greatly to their success, their teachers. This evening twenty teachers are being recognized as their respective site's "Teacher of the Year". All are fine representatives of the teaching profession and symbolize the positive contributions of teachers districtwide to public education and our democratic society.

In addition to the following site honorees, the district "Teacher of the Year" will be announced this evening. This teacher will represent Jurupa in the County Celebration of Education next spring.

<u>Teachers</u>	<u>Grade/Subject</u>	<u>School</u>
Paula Cannon	2nd Grade	Camino Real Elementary
Jackie Johnson	Resource Teacher	Glen Avon Elementary
Deana Morse	5th Grade	Granite Hill Elementary
Linda Vickers	1st Grade	Ina Arbuckle Elementary
Cynthia Johnson	Resource Teacher	Indian Hills Elementary
Judee Pronovost	Kindergarten	Mission Bell Elementary
Denise Turner	3rd/4th Grade	Pacific Avenue Elementary
JoAnn Greeley	4th Grade	Pedley Elementary
Linda Daniels	6th Grade	Rustic Lane Elementary
Sue Guerriero	Kindergarten	Sky Country Elementary
Rebecca Kallinger	4th Grade	Stone Avenue Elementary
Janet Muratet	6th Grade	Sunnyslope Elementary
Jesus Romero	6th Grade	Troth Street Elementary
Elizabeth Einecke	3rd Grade	Van Buren Elementary
Katherine Edmond	4th Grade	West Riverside Elementary
Molly Ramirez	Art/ESL	Jurupa Middle School
Roberta Pace	Science	Mission Middle School
Guy Vanderveen	Spanish II/ESL II and III	Jurupa Valley High School
Mark McFerren	AP Computers/Geometry/AVID	Rubidoux High School
Terry Prosser	U.S. History/American Literature	Nueva Vista High School

Congratulations to these outstanding teachers.

c. **Recognize Ms. Paula Goldberg, Teacher at Camino Real Elementary School** (Mr. Taylor)

On Friday, May 29, Ms. Paula Goldberg, first grade teacher at Camino Real Elementary School, was the recipient of the Cal State San Bernardino Leaders in Education Alumni Award for her outstanding contributions on behalf of education. Mrs. Goldberg received her Masters degree from CSUSB in 1986.

Ms. Goldberg has served on the PTA Board every year for the past 12 years, and served many terms on the school site council, the school leadership team, and as NEA-J representative. This year Paula received the PTA Golden Oak Service Award, the highest award PTA can bestow. In the community she has been on the Indian Hills swim team board for over 10 years. She also coordinates the school blood drive and the March of Dimes walk-a-thon. Congratulations to Ms. Goldberg.

1. Recognition (Cont'd)

d. Recognize Van Buren School as National Blue Ribbon Winner

(Mrs. Roberts)

Van Buren Elementary School was recently notified by the U.S. Department of Education of its selection as a "National Blue Ribbon School." 209 schools nationwide were selected for site visits following the review of applications from hundreds of school districts throughout the nation. At the time of Board agenda preparation, information regarding the number of schools actually selected for the award was not available. Twenty-seven schools in California, including Van Buren, were selected for site visits. The principal and staff traveled to Santa Clara last week for a State recognition ceremony. In the fall, the principal will be invited to Washington, D.C. to attend an official recognition ceremony. This is the second time a Jurupa school has received such an honor. Congratulations to principal, Carmen Hernandez, Van Buren staff, students, parents and community!

Recess: It would be appropriate for the Board President to call a short recess in order that Board members, administrators and members of the audience can offer their congratulations to the State Science Fair participants, Jurupa's Teachers of the Year, and Van Buren staff representatives. Refreshments will be served in the Faculty Lounge.

2. Administrative Reports and Written Communications

a. Accept Donations

(Mr. Edmunds)

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

The Glen Avon Elementary School PTA wishes to donate \$800.00 with the request it be used for Teacher Appreciation for additional classroom supplies at the school.

The Granite Hill Elementary School PTA wishes to donate six books in Spanish valued at \$20.00, and \$50.50 to purchase instructional materials. The request is that the books be used in the school library, and materials be used where needed at the school.

Chris Wildrick, of Riverside, wishes to donate books about California missions, valued at \$15.50, for use in the Granite Hill Elementary School library. She also wishes to donate two 30-cup coffee pots valued at approximately \$20.

The Mission Bell Elementary School PTA wishes to donate \$150.00 with the request it be used for the school's 6th grade field trip.

The West Riverside Elementary School PTA wishes to donate \$2,500.00 with the request it be used for disaster preparedness supplies, equipment and instructional materials at the school.

Phil Wilkeson, Director of Purchasing, wishes to donate 41 volumes of reference books with the request they be used at the Rubidoux High School Library. Estimated value of the books is \$1,100.00.

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

b. Written Communications and Administrative Reports

(Mrs. Roberts)

3. Report of Student Representatives

The Board welcomes Jennifer Strona, Jurupa Valley High School Student Representative, and Christina Reyes, Rubidoux High School Student Representative. They may wish to address the Board regarding student achievements, interests, or other matters. **The Board and administration recognize the valuable contributions of our student representatives during this past year and wish Jennifer and Christina much success in future endeavors.**

4. 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.

5. 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.

HEARING SESSION

*** Hear Public Comments on NEA-J Initial Negotiating Proposal** (Mr. Campbell)

As required by law and Board policy, the Board should conduct a public hearing on the proposal of the National Education Association-Jurupa regarding reopener negotiations for 1994/95. The purpose of this public hearing is to provide an opportunity for the public to express its opinion to the Board concerning the NEA-J initial negotiating proposal. **President Knight should formally open and close the public hearing on the proposal.**

ACTION SESSION

*** A. Approve Minutes of the May 16, 1994 Regular Meeting**

Recommend approval as printed.

B. Approve Part I of the District's Strategic Plan (Mrs. Roberts)

Strategic planning is a tool used by organizations for long-term management. As we look toward the next century, when our students will live and work in an even more complex information-based economy, it is critical that this school district determine a course for the next 3 to 5 years and specify how we will get there.

Prior to the May 16th regular Board meeting, the Board held a study session to review the recommendations from a strategic planning team composed of staff and community members. This group met for two half-day sessions and came to consensus on a district mission statement and six goals. As they planned their recommendations for a district direction, they used both personal perceptions concerning the status of the school district, demographic and achievement data, and School Accountability Report Card (SARC) information which outlines our status in the fourteen areas required in the SARC.

B. Approve Part I of the District's Strategic Plan (Cont'd)

This agenda contains Part I of the district's strategic plan which includes the proposed mission statement and six goals. The second phase of the process will involve having each site staff and community team develop strategies to achieve these goals and action plans which will specify the desired results for the educational program at that site; the timeline for achieving the results; the resources to be used including time, money and materials; who will be responsible for achieving each of the intended results, and the feedback mechanisms which will determine the extent to which the staff and community are on target toward accomplishing the goals. This format represents a departure from the typical strategic planning process in that it allows each site flexibility in determining strategies and action plans rather than having one plan developed by a central planning team. We believe that it promotes involvement and commitment and recognizes the unique character of various school communities.

The intent is to minimize paperwork by having each site's planning team state clearly and succinctly how they plan to achieve the district's mission and goals and compile all of the plans into a district document. The parameters for site level planning will include the necessity to adhere to all collective bargaining agreements, Board policies and site budgets. Sites will be encouraged to consider the use of all fiscal resources including categorical program funds to accomplish district goals for our students. In 1994/95, all sites will have supplemental funds for planning from the School Improvement Program or the SB 1882, Staff Development Program.

The proposed mission statement forms the philosophical foundation on which all decisions will be made and represents a vision for the Jurupa Unified School District.

Our Mission

The mission of the Jurupa Unified School District is to create for our students a dynamic learning environment that is safe, healthy, and based on mutual respect, cooperation, and support among students, staff, parents, and the broader community.

Staff and parents serve as educators and positive role models for all students by helping them develop a sense of responsibility, character, creativity and the skills to become successful, productive citizens of our democracy.

B. Approve Part I of the District's Strategic Plan

The six proposed goals are a result of the strategic planning team's consideration of the mission statement and the strengths and needs of the district. They represent the basic aims of any successful K-12 educational institution.

Our Goals

Jurupa schools will develop an environment that is physically and emotionally safe and that promotes positive character traits.

Jurupa schools will have parents and community actively participate in positive school and or learning experiences.

Jurupa schools will help all students experience measurable success in any program.

Jurupa schools will increase the number of students eligible for college and other powerful post-secondary options.

Jurupa schools will increase the quality of interaction between teachers and students.

Jurupa students will learn, in their schools, to live and work in a culturally diverse society where staff is representative of the cultures in the community.

Administration recommends that the Board approve the proposed mission statement and goals. Part I. of the District's Strategic Plan.

**** C. Submittal of Part I of the 1994/95 Consolidated Application**

(Dr. Lenertz)

The State Department of Education requires that districts desiring to apply for certain categorical funds submit a consolidated application. This application requests funds for six categorical programs including: 1) the federal Chapter 1 program which provides supplemental funds to qualified schools in the district to plan and implement programs for underachieving compensatory education students; 2) the federal Chapter 2 program that is designed as a block grant which combines 29 former federal programs including library media services, guidance and counseling and staff development; 3) State Economic Impact Aid for compensatory education and bilingual education; 4) Tenth Grade Counseling intended to provide assistance to tenth grade students in planning their high school program; 5) the School Improvement Program; and 6) the Professional Development Program which is funded in the fall after the district professional development plan is approved by the State.

**** C. Submittal of Part I of the 1994/95 Consolidated Application (Cont'd)**

Part I of the Consolidated Application contains 135 separate assurances covering the legal compliance requirements for each program. In addition, this portion of the document requires that the district submit the ranking of compensatory education schools and the criterion used to rank such schools. For the past five years, the district has used the percentage of students receiving free and reduced lunches as the economic criterion to rank schools. The application also must list the programs to be operated at each site and the programs to be coordinated under Assembly Bill 777, the School Based Coordination Act. A description of the Chapter 1 and Chapter 2 supplemental services is required and the criterion used to identify students for compensatory education services must be incorporated.

When the initial application is submitted, final appropriations are unknown; therefore, district and school site personnel are directed to base their planning for the next fiscal year on current funding. In 1993/94, the district received the following amounts to operate these programs: Chapter 1 - \$1,331,634; Chapter 2 - \$96,195; Economic Impact Aid for Compensatory Education and Bilingual Education - \$579,803; Tenth Grade Counseling - \$25,346; School Improvement - \$918,912; and Professional Development - \$48,375. All schools in the district receive support from the EIA bilingual allocation and Chapter 2. The School Improvement Program provides additional support for all elementary and middle schools.

Compensatory education funding is available to Glen Avon, Granite Hill, Ina Arbuckle, Pacific Avenue, Pedley, Rustic Lane, Sunnyslope, Troth Street, Van Buren and West Riverside. Both comprehensive high schools receive equal grants from the Tenth Grade Counseling Program. In October, when final appropriations are known, the district request will be updated and Part II will be submitted.

Administration recommends that the Board approve submittal of Part I of the 1994/95 Consolidated Application.

*** D. Approve at First Reading Board Policy and Regulation 6503, Charter Schools**

(Mrs. Roberts)

In September, 1992, Governor Pete Wilson signed Senate Bill 1448, the Charter Schools legislation. This new law became effective January 4, 1993. Charter schools are public schools and as such receive the same per pupil funding as other schools in the district. The intent of the charter school program is to provide flexibility at the school site and to support experimentation with alternative educational programs. Charter schools' legislation moves one step beyond restructuring by allowing a charter school to operate without the necessity to seek waivers of state regulations. The requirements for these schools include provisions that the schools be non-sectarian and they are prohibited from denying access on the basis of gender, race or ethnicity, national origin or disability. Charter schools may not charge tuition and must participate in the state testing program.

Up to ten schools in a district may petition to become charter schools and a petition may be initiated by staff, administration and the community. However, in order for a charter school to be established, at least 10 percent of the teachers in a district or 50 percent of the teachers at a school site must sign the petition to the Board of Education to establish a charter school. Currently legislation is being proposed that would increase the number of charter schools.

* **D. Approve at First Reading Board Policy and Regulation 6503, Charter Schools (Cont'd)**

The role of the local Board of Education is critical in the establishment of charter schools. The Board must approve or deny a petition. If a petition is approved, no further application is necessary, except to notify the State Department of Education. School's petitions are accepted on a first come basis. When a petition is denied, the legislation provides for an appeal process to the County Board of Education. The initial step for the Board is to determine how the charter school concept fits into its overall educational improvement plan. Secondly, the Board must adopt a policy and regulation outlining its philosophy relative to charter schools and specifying the procedures and criteria to be used in approving charter school petitions. In addition, the district may be held responsible for unfunded liabilities incurred by the charter school.

Senate Bill 1448 lists thirteen elements that must be included in every charter school petition; others may be added at the discretion of the local governing Board. The required elements are as follows:

1. A description of the educational program of the school designed to identify those whom the school is attempting to be educated and what it means to be an educated person in the 21st century.
2. The measurable student outcomes identified for use by the charter school. "Student outcomes" means the extent to which all students of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's educational program.
3. The method by which student progress in meeting those student outcomes is to be measured.
4. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
5. The qualifications to be met by individuals to be employed by the school.
6. The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the school district boundaries.
8. Admission requirements if applicable.
9. The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted.

* **D. Approve at First Reading Board Policy and Regulation 6503, Charter Schools** (Cont'd)

10. The procedures by which students can be suspended or expelled.
11. The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or Federal Social Security.
12. The public school attendance alternatives for students residing within the district who choose not to attend charter schools.
13. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.

When a charter school petition is approved, the Board of Education may determine the length of the charter, which may be granted for up to five years and renewed. A Board of Education may also revoke a charter if evidence is presented that indicates the school is not abiding by the terms and conditions outlined in its original charter. Each time a school wishes to change its petition, new signatures must be obtained.

In addition to the thirteen above described requirements in the law, other issues exist, for example, whether or not buildings will be sold or leased, the charge for legal fees, transportation, or other services; the manner in which the charter school's petition will be monitored, the rights of employees and the procedures for terminating the charter. The staff has developed the Charter School Policy considering these issues and the need to safeguard the district's financial stability.

Administration recommends the Board approve at first informational reading Board Policy 6503, Charter Schools.

E. Reject All Bids for Site Work for the Ina Arbuckle Head Start Portables (Mr. Edmunds)

On May 11, 1994, the District opened bids for the site work for the Ina Arbuckle Head Start portables (Bid #94/15L). The bid also included portable moves, paving, fire lanes, fire hydrant and electrical power work at Ina Arbuckle, Rustic Lane and Van Buren Elementary Schools. This combination bid approach was utilized to obtain the most advantageous price for the District for the various similar jobs that are scheduled for this summer.

The Head Start portion of the project received a low bid of \$127,880, which is considerably higher than the funds available for the project. The District Facility Committee, after discussion with Marsha Willis, Program Assistant for Head Start, elected to recommend all bids for this project be rejected. The District's architect will re-work the plans and specifications and the project will be re-bid in an effort to reduce the cost.

Administration recommends the Board reject all bids for the site work for the Ina Arbuckle Head Start portables (Bid #94/15L), and to have the architect re-work the project for re-bidding.

F. Authorize Necessary Year-End Appropriation Transfers

(Mrs. Reul)

Each year at this time, the Riverside County Office of Education requests each school board to authorize appropriation transfers which may be necessary to correct imbalances in any major account at the end of the year. During the year, from October through May, the Board receives regular reports of requests for appropriation transfers.

The process of closing the financial records for the 1993-94 fiscal year has begun and when all costs have been accrued, it may be necessary to make appropriation transfers in various funds in order that no major account be overspent. This does not involve additional expenditures; rather, the budget is revised by transferring to an account which has a negative balance from one which has a positive balance, so that the final financial records of the District meet all legal requirements. Administration recommends that the Board authorize any necessary appropriation transfers to correct imbalances at the end of the year in any major account.

G. Report on Modernization Program

(Mr. Edmunds)

Since 1985, the District has received extensive funding for modernization of existing facilities through the State School Building Program. Prior to the 1993/94 school year, modernization projects were completed at Glen Avon, Ina Arbuckle, Pedley, Rustic Lane, Troth Street, West Riverside, and Jurupa Middle School. During the current school year, modernization projects at Mission Bell and West Riverside were completed and bids were awarded for modernization of Van Buren Elementary School and Rubidoux High School. These projects will commence in the summer of 1994.

The supporting documents contain a description of the scope of work of the most recently completed and upcoming modernization projects. A review of these descriptions gives a good idea of the kind of work that can be completed within the limited funding and parameters of the State School Building Program.

STATE SCHOOL BUILDING PROGRAM GUIDELINES

In order to qualify for modernization funding, a school must be at least 30 years old. The actual allocation of funding for a project depends on a complex set of factors, including availability of modernization funds in the State School Building Program, and priority points awarded to a project on the basis of:

- age of the building
- number of students housed by the building
- length of time the modernization application has been on file
- whether a district is able to match 50% of the modernization cost, etc.

The State Allocation Board sets a maximum modernization allocation equal to 25% of the cost of new construction. Within this dollar amount, the modernization work should include all non-structural improvements necessary to bring the facility into conformance with current usage and code requirements. The work may include such items as cabinet work, partitions, replacement of wiring, flooring, air-conditioning, heating and plumbing systems, clock and bell systems, painting and classroom lighting. Construction allocations are limited to permanent building fixtures, furniture and equipment are funded separately and have their own restrictions and requirements for funding. Site improvements are not funded through the modernization program.

* **G. Report on Modernization Program** (Cont'd)

The State has set the following priorities for consideration when planning a modernization project, so far as economically feasible within the allowable funding:

1. Make the facility structurally safe.
2. Determine that classrooms either now provide, or can be modernized to provide:
 - Classrooms of suitable size.
 - Adequate and safe temperature control.
 - Adequate lighting.
 - The minimum of essential acoustical treatment.
3. Restore seriously substandard or badly deteriorated facilities other than those described above, to a reasonably acceptable condition.
4. The Division of the State Architect has established a policy that 10% of the modernization allowable must be dedicated to providing accessibility for the disabled. In the past, a minimum standard was established concerning handicap accessibility. Before the Americans with Disabilities Act, the following items were of the highest priority:
 - Path of travel to the building.
 - One set of handicapped accessible toilet rooms for faculty.
 - One set of handicapped accessible toilet rooms for students.
 - Classroom doors.
 - Classroom.
 - Library, desks, bookshelves, etc.
 - Cafeteria/Multi-Use Rooms.
 - Gym - shower, etc.
 - Teachers' rooms.
 - Lever handles and door hardware.

ADDITIONAL RESTRICTIONS AND REQUIREMENTS

In 1990, Congress enacted the Americans with Disabilities Act. This legislation greatly impacts modernization projects. When a school is modernized, it must now be brought into compliance with Americans with Disabilities Act requirements. For example, instead of having to remove accessibility barriers to one set of toilets for men, women, boys and girls - they now all have to be made accessible. The scope of work required to remove barriers to accessibility has been greatly increased.

Additionally, in the summer of 1993, the "Office of the State Architect" became the "Division of the State Architect". With this change, the local Fire Marshals were given much more authority. Instead of just establishing fire access, they now determine the number and location of fire hydrants and can even require buildings to have fire sprinkler systems added to achieve their desired fire flow.

After making the changes to accommodate the disabled and meet the Fire Marshall requirements, much of the funding for a modernization project can be depleted.

* **G. Report on Modernization Program (Cont'd)**

ENERGY CONSERVATION REQUIREMENT

The State encourages energy conservation and provides additional funding for measures taken to conserve energy, above and beyond the requirements of Title 24. Many of our modernization projects have included additional funding earmarked for added insulation, energy efficient lighting, high energy efficient HVAC units and energy management systems that control temperature and shut off lights.

JURUPA UNIFIED SCHOOL DISTRICT MODERNIZATION PRIORITIES

In general, modernization projects in our District have included some combination of the following items, depending upon affordability.

HANDICAPPED ACCESSIBILITY

- Handicapped parking, site signage, curb cut, path of travel.
- Door hardware, making all public doors accessible.
- Handicapped accessible toilet facilities.
- Handicapped accessible drinking fountains with required wing walls.
- Signage
- Handicapped lifts to platforms and stages.
- Ramps, where required, and extended ramp thresholds, where necessary

FIRE MARSHALL REQUIREMENTS

- Paved fire lanes.
- Provide required fire flow, including new fire hydrants, as required.
- Provide new fire alarm system, if required, or new strobes and horns to existing system.
- Add exit signage and lighting, as required.

UTILITIES

- Upgrade lighting to provide adequate, efficient lighting.
- Add energy efficient roof top HVAC units and roof platforms.
- Provide new thermostats and by-pass timers.
- Replace some interior plumbing, as necessary.
- Upgrade communication systems, as necessary.
- Add electrical outlets in Classrooms and Administration Offices.
- Add conduit for computers (if state allowable will fund).

ENERGY ITEMS

- Lower ceilings and add insulation over the new suspended ceiling to reduce the envelope being conditioned.
- Add insulation to the roofing by adding new urethane roofs.
- Add new Energy Management System to provide greater control over the mechanical units and lighting, when funded by the State.

* **G. Report on Modernization Program (Cont'd)**

CLASSROOM ENVIRONMENT (as funding allows)

- Provide new marker boards to conform to District standard.
- New wall vinyl.
- New carpeting and vinyl floor coverings in wet areas.
- Limited new cabinetry or counter tops. Refinish existing cabinetry.
- New wall covering over existing tack boards.
- New mini-blinds at windows.

BUILDING EXTERIORS

- Re-roofing, as necessary.
- Painting (with possible lead abatement restrictions)

MISCELLANEOUS (Usually restrictive or not an option due to funding)

- Ceramic Tile in toilet rooms.
- Up-grade in toilet partitions.
- Up-grade in carpeting.
- Additional cabinetry.
- Remodeling, moving or adding walls.
- New raised platforms.
- New Kitchen hoods.

SUMMARY

Given the limited amount of funding available for a modernization project and the increasing requirements to address code compliance issues (i.e. Americans with Disabilities Act, Fire Marshall, asbestos abatement, etc.), determining the scope of work for a modernization project becomes a real dilemma. It is always tempting to view modernization funding as a way to provide significant technological enhancements such as cabling and wiring for new telephone systems or computer systems. Unfortunately, the State funding formula typically does not even provide enough money to accomplish the retrofitting of building and mechanical systems that are necessary. In fact, the State specifically disallows items such as wiring and installation of telephone systems.

Even with its restrictions and limitations, the modernization program is well worth participating in for the benefits it provides. Several District sites currently qualify for modernization funding, including Pacific Avenue, and portions of Pedley, Troth Street, and Rubidoux High School. In one year Mission Middle School will qualify for the program. Administration is currently processing applications for these sites so that they will be in line for funding when State funding again becomes available.

Information only.

H. Review and Act on Timely School Facility Matters

1. Award Bid #94/16L. Asbestos Abatement at Rubidoux High School and Van Buren Elementary School (Mr. Edmunds)

The District's AHERA Management Plan includes asbestos abatement projects at Rubidoux High School and Van Buren Elementary School. This abatement work will involve removal of asbestos material to prepare the sites for upcoming modernization projects. The cost of this work has been included in our 1994/95 State Deferred Maintenance Plan, and will be 50% reimbursed through the State Deferred Maintenance Program.

Specifications were developed by Mr. Bill Elzig, Senior Building Inspector, in consultation with the Riverside County Public Health Department. Notices inviting bids were advertised in the Riverside Press Enterprise on May 6 and 13, 1994. A job walk was held on May 17, 1994, with three prospective bidders in attendance. All three subsequently submitted bids.

The bid opening was held May 25, 1994 at 10:00 a.m. in the Education Center Board Room.

The submitted bids are as follows:

<u>CONTRACTOR</u>	<u>AMOUNT</u>
Brickley Construction, San Bernardino	\$152,660
Southwest Industries, Rancho Cucamonga	\$172,103
Blake Services, Inc., Placentia	\$191,244

Administration recommends that the Board award Bid #94/16L to Brickley Construction Company of San Bernardino for Asbestos Abatement at Rubidoux High School and Van Buren Elementary School, and approve the issuance of Purchase Order #80524, in the amount of \$152,660 to cover the work.

2. Hear and or Approve Other School Facility Matters (Mrs. Roberts)

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.

I. Act on Student Discipline Matters (Dr. Hendrick)

- ** 1. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #94/85 for violation of Education Code 48900 (a, b & k).
- ** 2. The Administrative Hearing Panel recommends the readmission of the pupil in Discipline Case #94/17.

* **J. Approve Personnel Report #21**

(Mr. Campbell)

Administration recommends approval of Personnel Report #21 as printed subject to corrections and changes resulting from review in Closed Session.

K. Approve Routine Action Items by Consent

Administration recommends the Board approve Routine Action Items K 1-4 as printed.

- * 1. Appropriation Transfers (Mrs. Reul)
- * 2. Purchase Orders (Mrs. Reul)
- * 3. Disbursements (Mrs. Reul)
- * 4. Agreements (Mr. Edmunds)

Included on the agreement page is the cooperative agreement with the County of Riverside to provide school crossing guard services. This agreement provides crossing guards at 12 locations to be hired and trained by the County. For fiscal year 1994/95, the District will pay 50% of the cost of this service, or \$42,000. This amount has been included in the 1994/95 budget. During fiscal year 1995/96, the District will pay 100% of the cost for crossing guards, or \$84,000.

L. Review Routine Information Reports

- 1. Hear Report on Dropout Rate (Mr. Taylor)

On Wednesday, May 25th, the California Department of Education released the dropout rate report for the class of 1993 to the news media. The essence of the news release is that the dropout rate continues to decline statewide. The data is derived from a 3-year analysis for grades 10, 11 and 12. The first year the data was collected (1986), Jurupa showed a dropout rate of 33.5%; the 1993 rate was 16.1%. While this was above the county average of 13.2% and the state average of 15.3%, our two comprehensive high schools have shown a dramatic reduction in the number of dropouts. The highest percentage of dropouts can be attributed to the continuation high schools. Many students in these schools are at risk of school failure.

Mr. Gregg Nelsen has prepared the following statistics for review:

**1993 Dropout Rate
Jurupa Unified School District**

State Average	15.3%	Rubidoux High School	2.7%
County Average	13.2%	Jurupa Valley High School	6.0%
Jurupa Average	16.1%	Nueva Vista High School	18.9%
		Rio Vista High School	23.8%

Information only.

L. Review Routine Information Reports (Cont'd)

- * 2. Cafeteria Fund Financial Report for the Period Ending March 31, 1994 (Mrs. Reul)
- 3. Staff Development Days (Mr. Taylor)

Following are staff development days that have been scheduled:

Staff Development Days		
<u>Students not in Attendance</u>	<u>School</u>	<u>Location</u>
June 6, 1994	Pedley Elementary	same
June 7	Indian Hills Elementary	same

- * 4. Review Unadopted Minutes of Second and Third Meeting of the District Advisory Council for the Consolidated Application (Dr. Lenertz)

The Minutes of the second and third meeting of the District Advisory Committee for the Consolidated Application are included in the supporting documents for the Board's review.

Information only.

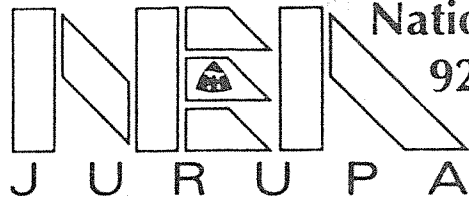
- ** 5. Receive Reports Pursuant to Education Code #48915 (Dr. Hendrick)

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.

- 6. Pending Reports

Report on Reinstating a Journalism Class at Rubidoux High School

ADJOURNMENT



National Education Association – Jurupa

9227 Orco Parkway, Suite E

Riverside, CA 92509 • (909) 681-7997

**PROPOSAL TO AMEND THE AGREEMENT
JULY 1, 1992 TO JUNE 30, 1995
SUBMITTED MAY 16, 1994**

The National Education Association - Jurupa affiliated with the California Teachers Association and the National Education Association proposes the following continuations, additions, deletions and/or modifications of the present Agreement.

It is noted that through the collective bargaining process, the Association and the District have developed an Agreement that for the most part is a fair and workable contract. The current Agreement allows JUSD and NEA-J to reopen two articles for the year 1993-94 and two articles for 1994-5, plus Compensation and Health and Welfare Benefits. This, however, does not preclude the Association from proposing changes during the bargaining process in response to a District proposal or position.

Since 1991, the persistent recession in California has forced deep cuts in the JUSD budget. Traditionally, Unit Members have placed proposals before you, such as reduced class size, which is a considerable cost to the district. This is still a high priority with the Association. This year, in recognition of the continuing budget difficulties, the Association is submitting proposals that will have minimal impact on the District's budget.

HEARING SESSION

"The Quality Education Advocate"

PG 1

ARTICLE VI, SAFETY

Develop a uniform plan to report the presence of students who may represent a danger to any unit member. The plan must clearly define the rights and responsibilities of unit members.

Develop a uniform plan to monitor, identify and if appropriate prohibit unauthorized persons from work locations.

Develop a uniform plan of appropriate responses to confrontations between bargaining unit members and unauthorized persons on campus.

Develop a uniform plan to inform unit member's of potentially dangerous conditions and a procedure for responding to those conditions.

Provide direct voice communications between every unit member and his/her site administrator or designee, if requested by the unit member.

Exclude mandatory emergency earthquake aftermath duties that may be dangerous to any unit member.

No unit member will be required to do traffic control at a work location.

Guarantee a minimum level of custodial and maintenance services that protect the safety of unit members.

ARTICLE XI, ABSENCES AND LEAVES

Expand bereavement leave to include aunts and uncles.

Increase the number of Association Leave days paid by the district.

Allow the use of two days per year of sick leave to be used for any reason.

Increase the number of accumulated sick leave days that may be used for personal necessity leave.

Increase leave benefits for unit members who adopt children.

**JURUPA UNIFIED SCHOOL DISTRICT
RIVERSIDE, CALIFORNIA**

**MINUTES OF THE REGULAR MEETING
MAY 16, 1994**

OPEN PUBLIC SESSION

**STUDY SESSION ON
PART I OF THE
STRATEGIC PLAN FOR
THE DISTRICT**

The Regular Meeting of the Jurupa Unified School District Board of Education was called to order by President Sam Knight at 5:00 p.m. on Monday, May 16, 1994, in the Education Center Board Room, 3924 Riverview Drive, Riverside, California. The Superintendent conducted a Study Session for the purpose of reviewing the recommendations for Part 1 of the Strategic Planning process. A 24 member committee, composed of the Superintendent, administrators, and community members, served as an advisory group to the Superintendent to draft the first phase of a strategic plan for the Jurupa Unified School District. A majority of the committee members were present for the Study Session. The video, The Power of Vision, Discovering the Future Series, was shown.

The Superintendent noted that a full report will be included in the June 6 Board agenda. Board members expressed their support for the plan and were pleased that it would have the community working together on behalf of all students. President Knight thanked the Superintendent and the Strategic Planning Committee for developing a direction for the district which was representative of all the concerns of today's society.

At 6:10 p.m. the Study Session was completed.

CALL TO ORDER

At 6:15 p.m. President Knight called the Board to order.

Members of the Board present were:

Mr. Sam Knight, President
Mrs. Mary Burns, Clerk
Mr. David Barnes, Member
Mr. John Chavez, Member
Mrs. Sandra Ruane, Member

Staff Advisers present were:

STAFF PRESENT

Mrs. Benita Roberts, Superintendent
Mr. Jim Taylor, Assistant Superintendent Education Services
Mr. Rollin Edmunds, Assistant Superintendent Business Services
Mr. Kent Campbell, Assistant Superintendent Personnel Services
Mrs. Barbara Reul, Director of Business Services
Dr. Linda Lenertz, Director of Curriculum & Categorical Projects
Dr. Bill Hendrick, Administrator of Education Support Services

CLOSED SESSION

RECESS TO CLOSED
SESSION
-Motion #245

MR. BARNES MOVED THE BOARD RECESS TO CLOSED SESSION IN THE SUPERINTENDENT'S OFFICE FOR THE FOLLOWING PURPOSES: TO CONSIDER STUDENT DISCIPLINARY ACTIONS PURSUANT TO EDUCATION CODE SECTIONS 48900 AND 48915; PERSONNEL REPORT #20; AND TO DISCUSS ITS POSITIONS REGARDING ANY MATTER WITHIN THE SCOPE OF REPRESENTATION AND INSTRUCTING ITS DESIGNATED REPRESENTATIVES FOR NEGOTIATIONS WITH EMPLOYEE GROUPS. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

At 6:17 p.m. the Board recessed to Closed Session in the Superintendent's office.
At 6:55 p.m. the Board adjourned from Closed Session.

PUBLIC SESSION

CALL TO ORDER

At 7:07 p.m. President Knight called the meeting to order in Public Session.

ROLL CALL

President Knight, Mrs. Burns, Mr. Barnes, Mr. Chavez, and Mrs. Ruane.

FLAG SALUTE

President of the Board Sam Knight led the pledge of allegiance to the flag of the United States of America.

INSPIRATIONAL
COMMENTS

Board member Sandra Ruane made an inspirational comment.

COMMUNICATIONS SESSION

PULL ITEM I-2

President Knight notified the Board to pull Item I-2, Ratify Agreement with CSEA Chapter #392 regarding modifications in 1994/95 Classified Work Years for Unit Members assigned to Van Buren School, as well as other negotiated alterations/amendments to the Collective Bargaining Agreement.

RECOGNIZE
CLASSIFIED
EMPLOYEES WEEK

The Superintendent announced that beginning May 15 the district will recognize and celebrate the annual "Classified Employees Week". The district has more than 600 full and part-time classified employees. She expressed appreciation for the support and care they provide Jurupa's children through a variety of jobs in the district. School sites and departments are planning to recognize these employees for their valuable contribution and commitment to supporting the education of students.

RECOGNIZE MONA
HORN, RECIPIENT OF
JURUPA HEROES
AWARD

The Assistant Superintendent Education Services stated that he was extremely proud to recognize Mona Horn, recipient of the Jurupa Heroes Award. Ms. Horn has volunteered thousands of hours over many years to the school district and community.

Brian Kantner, agriculture teacher at Jurupa Valley High School, recalled that as a student teacher he was told to follow Mona Horn's lead and it would be a rewarding experience. Ms. Horn continues to be very involved in the community, 4H Club and FFA program. She was president of the booster club for four years, and is Secretary/Treasurer of the Riverside County Junior Livestock Show. Mrs. Horn was instrumental in arranging for students to sell their animals for a small margin of profit; Students enjoy homemade biscuits and gravy at the Indio Fair. It was a pleasure to honor Ms. Horn for her many services to children, the community, and her family. Gary Lesh, head of the agriculture department, stated that he was proud of the success of the program which was due to the efforts of dedicated community members such as Ms. Horn, and hardworking students, parents and faculty.

RECOGNIZE MONA
HORN, RECIPIENT OF
JURUPA HEROES
AWARD
(Cont'd)

Mrs. Ruane read a letter that she had written to President Knight nominating Mona Horn for this award. In summary, the letter stated that Ms. Horn truly deserves this honor for working closely with Gary Lesh for many years at Rubidoux High School as well as Jurupa Valley High School. She is the backbone of a program which has assisted thousands of children to be successful. Students consider Ms. Horn their second mom. When it comes to love and compassion for children, Mona Horn is number one.

Ms. Horn accepted a plaque in recognition of this honor from the Board of Education. She expressed appreciation for the very special award and thanked everyone for sharing this special moment.

RECESS

At 7:15 p.m., President Knight called a short recess to congratulate Ms. Horn, recipient of the Jurupa Heroes Award. At 7:32 p.m., the Board reconvened in public session.

RECOGNIZE 1993/94
INLAND SCIENCE FAIR
WINNERS

The Assistant Superintendent Education Services recognized nine students at the secondary level who won awards at the Inland Science and Engineering Fair and were eligible to participate in the California State Science Fair in Los Angeles on May 23-24. Appreciation was expressed to teacher Terry Snell, coordinator of the District Science Fair, and the students for their outstanding projects.

RECOGNIZE 1993/94
COUNTY MATH FIELD
DAY WINNERS

The Assistant Superintendent Education Services recognized several Jurupa students who participated in the County Math Field Day competition held at the Pinacate Middle School in Perris. Approximately 970 students represented more than 70 schools in Riverside County. The team from Indian Hills School won third place overall for the sixth grade division.

RECOGNIZE INDIAN
HILLS STUDENT

The Superintendent recognized Gary Seymore, Indian Hills School second grade student, whose letter was selected to be included in a Centennial Time Capsule ceremony on May 9, 1994, sponsored by Riverside County. The time capsule will be opened 100 years from now. The Superintendent read Gary's letter which was enjoyed by all.

RECOGNIZE BOARD
PRESIDENT IN RCOE'S
1993 ANNUAL REPORT

The Superintendent announced that for a second year in a row someone from Jurupa appeared in the 1993 Annual Report of the Riverside County Office of Education. President Sam Knight was recognized for his commitment and service to school districts. Copies of the report were sent to Board members.

ACCEPT DONATIONS
-Motion #246

MRS. RUANE MOVED THE BOARD ACCEPT THE FOLLOWING DONATIONS WITH LETTERS OF APPRECIATION TO BE SENT: \$50 FROM MARY COURTNEY, TEACHER AT GLEN AVON SCHOOL, FOR CLASSROOM SUPPLIES TO BENEFIT STUDENTS IN ROOM 18 AT THE SCHOOL; ONE CELLULAR PORTABLE PHONE FROM CARMEN HERNANDEZ, PRINCIPAL AT VAN BUREN SCHOOL, FOR USE AT THE SCHOOL IN CASE OF DISASTER. MR. BARNES SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

REPORT FROM JURUPA
VALLEY STUDENT
REPRESENTATIVE

Jennifer Strona, Jurupa Valley High School student representative, made the following report on current events:

Sports

Swim team attended the CIF Championships in Long Beach.

Top swimmers were Delaina Formway and Brett Holland.

Boys swim team took sixth place overall; girls swim team took seventh overall.

Baseball team placed second and softball team placed third in the Mountain View League.

REPORT FROM JURUPA
VALLEY STUDENT
REPRESENTATIVE
(Cont'd)

Activities

Theater production of "Saturday the 14th" was a big success.
Silver Brigade Percussion Ensemble competed last Saturday at the Southern California Drumline Championships.
FFA marketing team took first place in State Championships.

REPORT FROM
RUBIDOUX STUDENT
REPRESENTATIVES

In the absence of Christina Reyes, Jo Anne Siebel, Rubidoux High School student, made the following report on current events:

Sports

Spring sports season was completed. Baseball team had a 14-12 record overall.
Spring football begins next week.

Activities

May 17, 7:30 p.m. - Choir Concert at the First Congregational Church
May 20, 9:00 p.m. to 1:00 a.m., Prom will be held in Palm Springs
May 24, 7:30 p.m. - Mr. Rubidoux Pageant will be held in the gym
This week - Class Elections
ASB Officers for 1994/95 were announced.
Rubidoux Band's drumline took first place in the Division (second place overall) at the Tulare drumline competition.

PUBLIC VERBAL
COMMENTS

President Knight noted that Public Verbal Comments section was an opportunity for citizens to address the Board.

NEA-J SUBMITS
PROPOSAL TO AMEND
AGREEMENT

Fran Laabs, president of NEA-J, thanked the Superintendent for the opportunity to serve on the Strategic Planning Committee. It was a very good experience and she was proud to be on the cutting edge of a new direction for the district. Mrs. Laabs also presented a proposal to amend the agreement of July 1, 1992 to June 30, 1995. Through the collective bargaining process, the Association and the District have developed an Agreement that for the most part was a fair and workable contract. However, it does not preclude the Association from proposing changes during the bargaining process in response to a District proposal or position. Since, 1991, the persistent recession in California has forced deep cuts in the JUSD budget. Traditionally, Unit members have placed a proposal before the Board, such as reduced class size, which is a considerable cost to the district, but still a high priority with the Association. This year, in recognition of the continuing budget difficulties, the Association is submitting proposals that will have minimal impact on the District's budget. The Assistant Superintendent Personnel Services noted that a copy of the proposal will be in the Superintendent's office for review.

ASB ELECTION AT
JURUPA VALLEY HIGH
SCHOOL.

Linda Gonzales and her son Charles, who is a student at Jurupa Valley High School, distributed copies of a memo and several letters regarding ASB election procedures at the school. The Assistant Superintendent Education Services indicated he would review the materials.

REQUEST TO RE-
INSTATE SCHOOL
NEWSPAPER

Lizbeth Magallanes, student at Rubidoux High School, stated that the principal was given a petition containing more than 300 students' signatures requesting reinstatement of the high school's newspaper. Copies of a letter to the principal requesting a journalism class and letters from students in support of a school newspaper were distributed. The Superintendent stated that a school newspaper was an opportunity to review events on campus and gain insight into the field of journalism. Administration will review the request with the high school staff.

REQUEST FROM
PARENT TO DISCUSS
CONCERNS

Martha Hernandez, parent of Rubidoux High School, stated that she felt parents received no cooperation. There were some issues she would like to discuss. Ms. Hernandez was advised to contact the Superintendent's office to schedule a meeting.

REQUEST TO RE-
INSTATE SCHOOL
NEWSPAPER

Lupe De La Rosa, parent of Rubidoux High School, stated that she was present to support student Lizbeth Magallanes' request to reinstate the school newspaper. She felt the school staff should have followed up on the petition to reestablish the school newspaper and also more receptive to the idea. Ms. De La Rosa stated that parents were willing to support the students and have fundraisers if money was not available. The Superintendent indicated that the request will be reviewed.

BOARD MEMBER
REPORTS & COMMENTS

Board Member David Barnes' \$100 donation to the sports league basketball fundraiser will be greatly appreciated by Ina Arbuckle students who attend the science camp.

Board member Mary Burns stated that she supported the mission statement and proposed goals for the district. She also noted that Mona Horn was very pleased to receive the Jurupa Heroes Award.

Board member John Chavez noted that guest speakers at the RCOE dinner meeting were very informative on the topic "Safety on School Campuses, a Need for Remedy."

Mr. Chavez stated the Jurupa Valley Hispanic Association's 4th Annual Recognition Awards Ceremony held at Rubidoux High School on May 14 was attended by over 340 people. President of the Association, Carlos Sepulveda, was chairman of the event. High school students were recognized for their accomplishments and for the first time, students from both middle schools were also recognized. The success of this annual awards ceremony depends on cooperation of the principal and teachers. Appreciation was expressed for their support and assistance. The cost was covered by members of the Hispanic Association. School board members from other districts were represented and a former graduate of Jurupa Valley High School was present to honor the students.

Board member Sandra Ruane stated that Ms. Horn was elated to receive the Jurupa Heroes Award.

President Knight noted that the Hispanic Association's Awards Ceremony was very well planned. He was pleased with the number of students who had a 3.5 or better grade point average and those who have done well in other areas. Mr. Sepulveda, president of the Association, was commended for his role in recognizing children who achieve.

President Knight congratulated superintendent Benita Roberts, and staff and community members for their efforts in developing a strategic plan for the district. He was looking forward to seeing the district's mission statement and goals promulgated throughout the district encouraging members of a culturally diverse community to work together.

HEARING SESSION

HEARING ON
DISTRICT'S PROPOSAL
TO CSEA

The Assistant Superintendent Personnel Services stated that the Board was required to conduct a public hearing on its response proposal to CSEA's proposal regarding reopener negotiations for 1993/94. President Knight formally opened and closed the public hearing without comments.

ACTION SESSION

APPROVE MINUTES -Motion #247

MR. BARNES MOVED THE BOARD APPROVE MINUTES OF THE REGULAR MEETING OF MAY 2, 1994 AS PRINTED. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ADOPT BOARD PROPOSAL TO CSEA -Motion #248

MR. BARNES MOVED THE BOARD ADOPT ITS PROPOSAL TO CSEA, CHAPTER #392 AS PRINTED IN THE SUPPORTING DOCUMENTS AS A BASIS FOR NEGOTIATIONS. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

REPORT ON OPEN ENROLLMENT POLICY IMPLEMENTATION

The Assistant Superintendent Education Services reported that adoption of Board policy #5117.1, Intradistrict Open Enrollment, brought the district into compliance with the state law. At the close of the open enrollment period on April 30, 1994, 561 students filled out requests for intradistrict transfers to attend different schools within the district for the 1994/95 school year. The district currently has 823 students on transfers. The Assistant Superintendent pointed out that there were far fewer requests for transfers under the new open enrollment policy which was a clear indication that the community is satisfied with their neighborhood school and does not desire to change.

The Assistant Superintendent also noted that the "Schools of Choice" brochure, which was reviewed by the Board, was sent home with all students. In addition, 823 parents of students currently on intradistrict transfers were notified by U.S. mail of the new policy. The staff determined a lottery was not necessary at any school site and all 561 transfers were granted.

AWARD BID 94/14L RE-ROOFING 7 SITES -Motion #249

The Assistant Superintendent Business Services stated that part of the State Deferred Maintenance plan for 1994/95 was to re-roof seven sites in the district: Glen Avon, Ina Arbuckle, Pacific Avenue, Pedley, Troth Street, West Riverside, and the Education Center. This maintenance project was eligible for 50% matching funds under the State Deferred Maintenance program.

MR. CHAVEZ MOVED THE BOARD AWARD BID #94/14L FOR RE-ROOFING AT SEVEN (7) DISTRICT SITES TO TECHNICAL APPLICATIONS MATERIAL SYSTEMS AND AUTHORIZE ISSUANCE OF PURCHASE ORDER #80146 IN THE AMOUNT OF \$163,742 TO COVER THE PROJECT. MR. BARNES SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

AWARD BIDS FOR RUBIDOUX MODERNIZATION -Motion #250

The Assistant Superintendent Business Services noted the modernization of Rubidoux High School will be done under the construction management concept adopted for this project. Tilden Coil is the construction manager who assisted with the bid packages and analyzing of bids. The annotation for this agenda item was written anticipating that the Office of Local Assistance would approval all bids. However, the district was notified by fax that four bids were rejected by OLA for not complying with Minority, Women, and Disabled Veteran Business Enterprise (M/W/DVBE) documentation. The final four bid packages will be brought to the Board after they are rebid and resubmitted to OLA for approval.

MR. BARNES MOVED THE BOARD AWARD A CONTRACT TO EACH OF 18 CONTRACTORS LISTED IN THE ANNOTATION IN THE AMOUNT INDICATED FOR EACH. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ISSUE PURCHASE
ORDER FOR PAPER
-Motion #251

MR. CHAVEZ MOVED THE BOARD AUTHORIZE ISSUANCE OF PURCHASE ORDER #80145 IN THE AMOUNT OF \$14,460.05 FOR ONE TRUCK LOAD OF XEROX PAPER. MRS. RUANE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ADOPT RESOLUTION
#94/33, \$1 BILLION
STATEWIDE SCHOOL
BOND
-Motion #252

The Assistant Superintendent Business Services stated that Proposition 1B will provide \$1 billion for school construction to help ease overcrowding, make older schools safe, and create thousands of jobs across the state. One of every two schools in California is more than 30 years old. It was essential that older school buildings are earthquake safe and meet today's safety standards.

MR. BARNES MOVED THE BOARD ADOPT RESOLUTION #94/33, "\$1 BILLION STATEWIDE SCHOOL BOND, PROPOSITION 1B." MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

AWARD QUOTE 94/12,
MAPS & GLOBES FOR
MIRA LOMA MIDDLE
-Motion #253

MR. BARNES MOVED THE BOARD AWARD QUOTE #94/12 TO NYSTROM AND AUTHORIZE THE PURCHASING DEPARTMENT TO ISSUE PURCHASE ORDER #80255 IN THE AMOUNT OF \$14,341.96 TO NYSTROM TO COVER THE PURCHASE OF 56 MAPS, GLOBES, AND MAP SETS FOR USE AT MIRA LOMA MIDDLE SCHOOL. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ISSUE PURCHASE
ORDER, JURUPA
VALLEY HIGH
FURNITURE
-Motion #254

MR. BARNES MOVED THE BOARD APPROVE THE DISTRICT'S USE OF THE MORENO VALLEY UNIFIED SCHOOL DISTRICT FURNITURE BID AND THE ISSUANCE OF PURCHASE ORDER #80251 TO VIRCO MANUFACTURING COMPANY IN THE AMOUNT T OF \$20,495.54. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE CHANGE
ORDER, COMMUNITY
SERVICE PORTABLES
-Motion #255

MR. BARNES MOVED THE BOARD APPROVE CHANGE ORDER #2 ON LEGAL BID #93/10L FOR COMMUNITY SERVICE PORTABLES IN THE AMOUNT OF \$7,045.90, WITH A TIME EXTENSION OF 38 DAYS. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE UPDATED
APPLICATION, VAN
BUREN
MODERNIZATION
-Motion #256

The Assistant Superintendent Business Services reported that in 1988, Van Buren School modernization had an estimated cost of \$747,510. The Office of Local assistance has requested that the district update the application to reflect the increase in the estimated cost to \$966,973.

MR. CHAVEZ MOVED THE BOARD APPROVE THE UPDATED APPLICATION TO REFLECT THE INCREASE IN THE ESTIMATED COST OF VAN BUREN ELEMENTARY SCHOOL MODERNIZATION. MR. BARNES SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

STATUS OF PERALTA
SCHOOL SITE

The Superintendent reported that a number of subcontractors were on the site for Peralta Elementary School. The contractor responsible for grading the site will also construct the buildings. Board members may wish to visit the site during its preparation.

ACT ON DISCIPLINE
CASES
-Motion #257

The Administrator of Education Support Services stated that if there were no changes in the recommendations for student discipline matters due to deliberation in closed session, the Board may act as submitted.

MR. BARNES MOVED THE BOARD ACT ON DISCIPLINE CASES H-1 THROUGH H-4: EXPEL PUPIL IN DISCIPLINE CASE #94/81 FOR VIOLATION OF EDUCATION CODE 48900 (b); EXPEL PUPIL IN DISCIPLINE CASE 94/82 FOR VIOLATION OF EDUCATION CODE 48900 (c); EXPEL THE PUPIL IN DISCIPLINE CASE #94/83 FOR VIOLATION OF EDUCATION CODE 48900 (a & k); EXPEL THE PUPIL IN DISCIPLINE CASE #94/84 FOR VIOLATION OF EDUCATION CODE 48900 (a, i & k). MRS. RUANE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE PERSONNEL
REPORT #20
-Motion #258

MR. CHAVEZ MOVED THE BOARD APPROVE PERSONNEL REPORT #20 AS PRINTED. MR. BARNES SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

PULL ITEM I-2, RATIFY
AGREEMENT WITH
CSEA, 1994/95 WORK
YEARS FOR VAN
BUREN SCHOOL

The Assistant Superintendent Personnel Services stated that Item I-2, Ratify Agreement with CSEA Chapter #392 regarding modifications in 1994/95 Classified Work Years for Unit Members assigned to Van Buren School, will be on a future agenda.

RATIFY AGREEMENT
WITH NEA-J, 1994/95
WORK YEARS FOR VAN
BUREN SCHOOL
-Motion #259

MR. BARNES MOVED THE BOARD RATIFY AGREEMENT WITH NEA-J REGARDING MODIFICATIONS IN 1994/95 CERTIFICATED WORK YEARS FOR UNIT MEMBERS ASSIGNED TO VAN BUREN ELEMENTARY SCHOOL AS WELL AS OTHER NEGOTIATED ALTERATIONS/AMENDMENTS TO THE COLLECTIVE BARGAINING AGREEMENT. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ADOPT 1994/95 WORK
YEAR SCHEDULE FOR
VAN BUREN PRINCIPAL
-Motion #260

MRS. RUANE MOVED THE BOARD ADOPT 1994/95 WORK YEAR SCHEDULE FOR VAN BUREN ELEMENTARY SCHOOL PRINCIPAL. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE ROUTINE
ACTION ITEMS
-Motion #261

The Board reviewed routine action items. The Assistant Superintendent Business Services referred to Item J-7, Resolution #94/32, Resolution for Expenditure of Excess Funds. He reported that excess resolutions were typically more funding through categorical programs. However, in this case, a number of adjustments dating back to 1989/90 reduced the General Fund reserve by \$167,781. MR. BARNES MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS J 1-12 AS PRINTED: APPROPRIATION TRANSFERS; PURCHASE ORDERS; DISBURSEMENTS; AGREEMENTS; MONTHLY PAYROLL DISBURSEMENTS; AFFIRM PERMISSION FOR NON-ROUTINE FIELD TRIP REQUEST FROM JURUPA VALLEY HIGH SCHOOL; RESOLUTION #94/32, RESOLUTION FOR EXPENDITURE OF EXCESS FUNDS; NON-ROUTINE FIELD TRIP REQUEST FROM PEDLEY SCHOOL; NON-ROUTINE FIELD TRIP REQUEST FROM NUEVA VISTA HIGH; REJECTION OF CLAIM; NON-ROUTINE FIELD TRIP REQUEST FROM JURUPA VALLEY HIGH; NON-ROUTINE FIELD TRIP REQUEST FROM RUBIDOUX HIGH. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

**REVIEW ROUTINE INFO
REPORTS**

The Board reviewed routine information reports: Non-Public School Placements; Staff Development Days; Receive Reports Pursuant to Education Code #48915; Pending Reports - Status of Modernization Projects.

ADJOURNMENT

There being no further business, President Knight adjourned the Regular Meeting from Public Session at 8:23 p.m.

**MINUTES OF THE REGULAR MEETING OF MAY 16, 1994 ARE
APPROVED AS**

President

Clerk

Date

(Part I)

Consolidated Application

Part I, page 1
(02/94)

LEGAL ASSURANCES

Consolidated Categorical Aid Programs, Program Year 1994-95

The applicant agency, by signature of its authorized representative (district superintendent or designee) on the first page of this application, hereby assures the California State Board of Education that the agency will adhere to the following legal assurances.

General

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (CCR). A statement of compliance with Title VI of the Civil Rights Act of 1964 has been filed with the Superintendent of Public Instruction.
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972.
3. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title 1 of the Education Code, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
4. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
5. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
6. Programs and services for handicapped persons are and will be in compliance with the Individuals with Disabilities Education Act, §613(a), and §504 of the Rehabilitation Act of 1973.
7. When federal funds are made available, they will be used to supplement and, to the extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds.
8. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
9. The local agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state and federal funds paid to that agency under each program.
(34 C.F.R. 200.200)(9), CCR TS, §4202)
10. The local agency will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which

19. Each participating school has an approved school plan which lists the categorical programs participating in the school-based program, contains an explicit statement of what the school seeks to accomplish, and includes a budget and approved modifications.
(EC §§52853(d), 54004.1(b), 54734(c))

20. The planned program provides instructional and auxiliary services to meet the needs of the following student populations as listed in the plan:

- Non-English-speaking or limited-English-proficient students, including instruction in a language these students understand
- Educationally disadvantaged students
- Gifted and talented students
- Students with exceptional needs (EC §§52853(b), 54720)

21. The planned program provides a staff development program for teachers, paraprofessionals, other school personnel, and volunteers, including those participating in special programs. (EC §§52853(c), 54726)

22. If staff development days are identified in the school plan, they are used to assist in plan implementation or advise students (no more than eight days).
(EC §§52854, 54726)

23. The planned program provides for ongoing evaluation of the educational program of the school.
(EC §§52853, 54726)

24. Only specifically authorized state funds are allocated to School-Based Coordinated programs (SBCPs) or School-Based Pupil Motivation and Maintenance programs.
(EC §§52851, 54723, 54728, 54729, 54730)

25. The school plan has been approved by the local governing board.
(EC §52855)

26. The local board has established policies and procedures and ensured that the following occur:

- The principal received and provided information regarding school-based programs.
- All interested persons had the opportunity to meet to establish a council.
- The School Site Council (SSC) had the opportunity to decide whether the school would participate in a school-based program.
- Funds have been coordinated, and these funds supplement existing state and local fiscal efforts. (EC §§52852.5, 54725)

27. The SSC annually establishes a new budget and makes modifications to the school plan as necessary. (EC §§52853, 52855, 54726)

28. The membership of the SSC is as follows:

- In elementary schools, half of the members are the principal, classroom teachers, and other school personnel, and half are parents or other community members. Classroom teachers are a majority of the first group.
- In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents. Classroom teachers are a majority of the first group; students make up one-half of the second group.
(EC §§52852, 54724)

29. Members of the following groups were selected by their peers at the school: teachers, other school personnel, and parents of students attending the school. Community members (if selected) were selected by parents of students attending the school. In secondary schools, students were selected by other students.
(EC §§52852, 54724)

Compensatory Education (ESEA, Ch.1 & EIA-SCE) Programs

44. Each LEA receiving Ch. 1/SCE funds is providing services of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the educational needs of compensatory education students, and are designed and implemented in consultation with all appropriate staff and parents.
(20 U.S.C. §2722, PL 100-297, §1012(c)(1); 34 CFR 200.20 (a)(10); EC §554000, 62002, 62003)

45. Each LEA receiving Ch.1/SCE funds is allocating time and resources for frequent and regular coordination of Ch.1 services with the regular program as well as with the LEP and handicapped services.
(20 U.S.C. §2722(c)(3),(4), PL 100-297, §1012(c)(3),(4); 34 CFR 200.20 (a)(10)(i)(D)&(E))

46. School eligibility is determined by districtwide criteria for Ch.1 and State Compensatory Education (Ch. 1/SCE).
(20 U.S.C. §2723(a), PL 100-297, §1013(a)(2); 34 CFR 200.30; EC §62002; CCR TS, §54401, 4412)

47. Each Ch.1/SCE participant has been consistently identified with objective educational criteria established by the district.
Documentation for public school participants is on file at each site.
(20 U.S.C. §2724, PL 100-297, §1014; 34 CFR 200.20 and 200.31; EC §62002; CCR TS, §4410)

48. The needs of identified Ch. 1/SCE students are assessed annually and services are based on these needs. Students with the greatest need are served.
(20 U.S.C. §2724(b), PL 100-297, §1014(b); 34 CFR 200.31; CCR TS, §4414)

49. The school district or school operating a schoolwide project meets the Ch. 1/SCE criteria.
(20 U.S.C. §2725, PL 100-297, §1015; 34 CFR 200.36; EC §62002; CCR TS, §4501)

50. Each school operating a schoolwide project is allocated funds per ESEA Chapter 1 student served in an amount equal to or greater than that amount allocated to ESEA Chapter 1 served students in non-schoolwide project schools.
(20 U.S.C. §2725(b)(6)(A); PL 100-297, §1015(b)(6)(A); 34 CFR §200.36(c)(1)(i))

51. The school district shall spend, at a minimum, a per child amount of the state and local funds, excluding amounts for state compensatory education, as was present during the preceding fiscal year, unless the total school district experiences a budget reduction.
(20 U.S.C. §2725(b)(6)(B); PL 100-297, §1015(b)(6)(B); 34 CFR §200.36(c)(2)(ii))

52. Required compensatory education advisory councils and/or consultation procedures have been implemented.
(20 U.S.C. §2726(c), PL 100-297, §1016(c); 34 CFR 200.34 (a)(2)(ii); EC §62002.5)

53. The district advisory council has access to school plans and has been provided with the application and other documents pertinent to the planning, implementation, and evaluation of the programs included in this document.
(CCR TS, §4423)

54. The LEA has convened an annual public meeting to which all parents of eligible students (including parents of eligible private school students) were invited to explain the programs and activities provided with Ch.1 funding.
(20 U.S.C. §2726(c)(2), PL 100-297, §1016(c)(2); 34 CFR 200.34 (c)(2))

55. The school parent advisory council has approved and the district parent advisory council has reviewed the use of EIA funds for alternative program options.
(CCR TS, §4503)

56. The district has developed written policies and procedures, after consultation with and review by parents and teachers (including early childhood professionals, pupil services personnel, and librarians, if appropriate) to ensure that they are involved in the

66. Ch. I/SCE programs are evaluated at least every three years using objective measurements of educational achievement in basic and advanced skills.
(20 U.S.C. §2729(a)(1), PL 100-297, §1019(a)(1); 34 CFR 200.35; EC §45344(a))
67. A determination is made on whether there has been improved performance for Ch.1 participants sustained over a period of more than one year.
(20 U.S.C. §2729(a)(3), PL 100-297, §1019(a)(3); 34 CFR 200.38)
68. The district will conduct an annual review of the effectiveness of its Ch.1 project in improving student performance, will make the results available to teachers and parents of participating children, and will use the results of the review and the district's evaluation in program improvement efforts.
(20 U.S.C. §2731, PL 100-297 §1021 (a)(1); 34 CFR 200.38)
69. Students who have been served for a program year and who are not making substantial progress toward the "exit criteria" will be identified, and program modifications for those students will be considered. Thorough assessments of educational needs will be conducted for those students who participate in the program for two consecutive years and have not met the local "exit criteria".
(20 U.S.C. §2731 (f)(1-3); PL 100-297, §1021 (f)(1-3); 34 CFR 200.38 (b)(i))
70. Personnel funded entirely by Ch.1 who are similarly situated, as applicable, may be assigned limited, rotating, and supervisory duties not to exceed one period or sixty minutes per day.
(20 U.S.C. §2853(a), PL 100-297, §1453(a); 34 CFR 200.39)
71. For personnel multi-funded from Ch.1 and state or local funds, time assigned to noninstructional duties is only funded from state or local sources.
(20 U.S.C. §2853(a), PL 100-297, §1453(a); 34 CFR 200.39)
72. Classroom teachers who are being assisted by instructional aides retain their responsibility for the instruction and supervision of the pupils in their charge.
(EC §45344(a))

73. Instructional aides who are assisting classroom teachers have educational qualifications appropriate to their assigned responsibilities.
(EC §45344(b))

74. Based upon Federal Audit No. 09-30001, compensatory education funds are used for conferences, trainings, and other meetings only when they meet the federally-required criteria as stated in the April, 1990, Department Program Advisory. (Not applicable for SBCPs or SWPs.)
(34 CFR 80.21; CCR TS, §4401)

75. Based upon Federal Audit No. 09-30001, expenditures for field trips with compensatory education funds meet the federally-required criteria as stated in the April, 1990, Department Program Advisory. (Not applicable for SBCPs or SWPs.)
(34 CFR 80.21; CCR TS, §4401)

76. The LEA declares that it neither uses nor will use appropriated Chapter 1 funds for payments to lobbyists.
(31 U.S.C. §1352(a)(1), PL 101-121, §319)

77. The certification involving debarment and suspension of principals required by 34 CFR Section 85.510, as located in 34 CFR Appendix A, has been filed with the California Department of Education.
(Executive Order 12549; 34 CFR §85.110(a)(1)(i)(A); 34 CFR, Appendix A)

Neglected or Delinquent Students Program (ESEIA, Ch.1)

78. Each student who has been identified for funding purposes is from 5 to 17 years of age and has resided in a local institution for at least 30 consecutive days, one day of which was during the prior October.
(20 U.S.C. §2711(c)(2)(B), PL 100-297, §1005(c)(2)(B), 1241; 34 CFR 200.23 (a))
79. Student needs are assessed annually to identify educationally deprived students, and assessment results for students are on file at each participating site.
(20 U.S.C. §2724(b), PL 100-297, §1014(b); 34 CFR 200.31 (b))

Tenth Grade Counseling

91. For the Tenth Grade Counseling Program, the LEA will give first priority to identifying pupils who are not earning credits at a rate which will enable them to graduate with the rest of their class and to providing these pupils with counseling services. (EC §48431.6(c))
92. The governing board of each district maintaining high schools and accepting funds made available for tenth grade counseling will establish and maintain a program which assures that each pupil, upon reaching age sixteen or prior to the end of the tenth grade, whichever occurs first, has received a systematic review of his or her academic progress and counseling regarding the educational options available to the pupil during the final two years of high school. (EC §48431.6)

State Program for Students of Limited-English Proficiency (LEP)

93. The district has:

- assessed each student with a Home Language Survey other than English within 30 days of enrollment, in English comprehension, speaking, reading, and writing.
- assessed English comprehension and speaking proficiency using a state-designated instrument.
- established a process by which reading and writing assessments are to be made, including specification of criteria, instruments, procedures, and standards appropriate to each grade level.
- further assessed each LEP student for primary language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the test to determine English-language proficiency were used if available. (EC §62002; former EC §§52161, 52164.1(b)(c); CCR TS, §4304 and §4305; 20 USC 1703 (f))

94. The district has completed properly and submitted annual language census reports (R30-LC) which include all LEP and fluent-English-proficient (FEP) students. (EC §62002 and 62003; former EC §§52164.1, 52164.2, and 52164.5; CCR TS, §4304)

95. All parents of LEP and FEP students have been notified in writing of their child's English and primary-language proficiency assessment results. (EC §62002; former EC §52164.1(b); CCR TS, §4308)

96. A procedure exists which ensures that the participation of each student enrolled in the district's bilingual program is voluntary on the part of the parent or guardian. (EC §62002; former EC §52161)

97. Each LEP student receives a program of instruction in English-language development in order to develop proficiency in English as effectively and efficiently as possible. (EC §62002; former EC §52161; 20 USC §1703(f); *Castaneda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1011; and *Kyes v. School Dist. No.1* (D. Colo. 1983) 576 F.Supp. 1503, 1516-19)

98. In order to provide equal opportunity for academic achievement and to prevent any substantive academic deficits, each LEP student whose diagnosis makes academic instruction through the primary language necessary receives such instruction across the core curriculum. (EC §62002; former EC §52161; 20 USC §1703(f); *Castaneda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1011, 1013-14; and *Kyes v. School Dist. No.1* (D. Colo. 1983) 576 F.Supp. 1503, 1518-19)

99. In order to provide equal opportunity for academic achievement in the district's regular course of study and to prevent any substantive academic deficits, each LEP student whose diagnosis makes it necessary to receive specially designed academic instruction in English receives such instruction. (EC §62002; former EC §52161; 20 USC §1703(f); *Castaneda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1011; and *Kyes v. School Dist. No.1* (D. Colo. 1983) 576 F.Supp. 1503, 1518-19)

109. Each School Development Plan was developed by a process that involved classroom teachers selected by teachers; other school personnel, including instructional paraprofessionals; the principal; parents; other community members; and, in secondary schools, pupils.
(EC §44670.4)

110. Professional development activities are designed and implemented under the direction of classroom teachers and other participating school personnel, including the school principal and one or more mentor teachers; and, as appropriate, in consultation with resource agencies or consortia, institutions of higher education, and subject matter projects. Classroom teachers selected by teachers comprise the majority of any group designated to design professional development activities for instructional personnel.
(EC §44670.5(b))

111. Local governing board adopted criteria are consistent with statutory requirements and suggested guidelines for School and District Development Plans adopted by the State Board of Education.
(EC §44671(c))

112. The plans of participating schools are coordinated with other existing plans, such as the School-Based Coordinated Program, and the School-Based Motivation and Maintenance Program, to form one comprehensive school plan.
(EC §44670.5)

113. The district has considered salary increments related to participation in high-quality professional development activities, including incentives for paraprofessionals to pursue education and training to improve instructional skills and to obtain teaching credentials.
(EC §44670.6(b))

114. The objectives of School Development Plans conform to the six objectives specified in Section 44670.3 and the District Development Plan.
(EC §44670.3 (a-f), 44671(a))

115. Locally developed procedures exist that allow participating school personnel to modify and evaluate the effectiveness of the School Development Plan and activities.
(EC §44670.5(c))

Cooperatives

116. Each participating district or agency in this cooperative:

- Has affirmed that the contents of this application relative to the district or agency are correct and complete*
- Has authorized the local educational agency (LEA) named herein as the administrative and fiscal agency for programs specified in the application and to receive and expend such funds*
- Has entered into a written agreement concerning the levels and types of services to be provided by the cooperative and the funds required.*
(CCR TS, §3945)

117. *Signatures of district advisory committee chairpersons are on file in the cooperative project office certifying that they have performed the duties required of them in the preparation of this application, and have reviewed the assurances contained in this document.*
(CCR TS, §54423, 4312)

Participation of Private School Students in ESEA, Ch.1 Programs

118. Each Ch.1 private school participant has been properly identified with objective educational criteria established by the district.
(20 U.S.C. §52727(a), 2724(b), PL 100-297, §51017(a), 1014(b); 34 CFR 200.31)

119. Ch.1 services for private school students are on an equitable basis with public school students, taking into account the number of students served and the special educational needs of such students. The expenditures are equal to the per pupil expenditures of the public schools.
(20 U.S.C. §2727(a), PL 100-297, §1017(a); 34 CFR 200.52)

ESEA, Ch. 2 funds are not used to provide religious instruction and are not used for secular instruction in a previously religious environment.
(Aguilar v. Felton (1985) 473 U.S. 402)

134. The public school district has signatures on file of the designated school officials for participating private nonprofit schools that certify their desire to have their students participate on an equal basis in the ESEA, Ch. 2 program.

(20 USC 2943(a)(3)&(4), PL 100-297 §1533(a)(3)&(4))

135.

California Department of Education

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[illegible]

* Approval for new funding will be mailed to LEAs under separate cover.

1994-95 Miller-Unruh Participation

Not Applicable
Consolidated Application

California Department of Education

Purpose: This page is to declare that the LEA is applying for Miller-Unruh Reading Program funds for the 1994-95 school year, and to identify Miller-Unruh positions that will not be used in 1994-95.

Agency:		Jurupa Unified School District	
CD code:	3	3	6 7 0 9 0
Submission:	<input checked="" type="checkbox"/> original	<input type="checkbox"/> revision	date

1994-95 Miller-Unruh Reading Program Information

Section A. Authorized Positions		Section B. Positions Discontinued by School (Complete this section only if positions are being discontinued, as indicated on Line 3 of Section A.)	
1. Total number of authorized positions		Name of school	Number of Positions
2. Number of positions that will be used		School code (7 digits; 14 digits for cooperatives)	
3. Number of positions that will be discontinued (Identify schools in Section B.)			
4. *New or additional positions requested. Contact CDE Miller-Unruh representative for eligibility requirements.			
Special notes about the Miller-Unruh Program: Districts receiving Miller-Unruh funds are required to "co-fund" with local general funds to meet the balance of the position costs. Entitlements are prorated when less than full-time services are provided. A waiver and/or letter of intent must be filed with the CDE if the school district intends to utilize SIP, Chapter 1, or EIA funds to meet the co-funding requirement. See instructions for additional information. As of July 1, 1994, credential waivers for the Miller-Unruh program will be processed by the Commission on Teacher Credentialing. See instructions for additional information.			

1994-95 ESEA, Chapter 1 Certification of Participation of Students Enrolled in Private Schools

Consolidated Application

California Department of Education

Agency:

Jurupa Unified School District

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

Submission:

☒ original

☐ page not applicable

☐ revision

date

Purpose: This page, signed by the authorized representative for each private school system, certifies that the private school representative and parents of eligible students were consulted in the design of compensatory education programs.

TO BE COMPLETED BY LEA ONLY

A. Participation of private school students in ESEA, Chapter 1 programs

☐ Check if there are no private schools in the district. Assurances 118 through 128 are not applicable.

☒ Check if all private schools were contacted and all chose not to participate. Assurances 118 through 128 are not applicable.

Note:

☐ Check if one or more private schools will participate. Contacted by certified mail and all either declined to participate or did not respond to district request.

TO BE COMPLETED BY EACH PARTICIPATING PRIVATE SCHOOL REPRESENTATIVE

B. Certification

The undersigned representative of the private schools listed below hereby certifies the following:

1. The private school representative was consulted by public school officials during the planning of the Chapter 1 services regarding selection of participants, identification of needs, provision of services, and program evaluation.
2. Parents of eligible students attending these schools were consulted in the design of the ESEA, Chapter 1 services.
3. The planned ESEA, Chapter 1 services will ensure participation on an equitable basis of eligible students attending private schools with eligible students attending public schools.

List private schools covered by this certification

(continue on other side if necessary)

Signature of authorized private school representative

Title

Date

1994-95 Chapter 1/SCE Program Description

California Department of Education

Consolidated Application

Agency:
Jurupa Unified School District

CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

Submission: ☒ original ☐ page not applicable
☐ revision / / date

Purpose: This page, and pages 6, 7 and 8, are to describe how Chapter 1 and/or State Compensatory Education (SCE) students will be identified and served, and how the outcomes will be evaluated. This program description, at the district level, is a federal requirement.

Section A. If information in sections B through E includes preschool, public, and nonpublic schools, check the first three boxes in Section A and submit one description (continued on pages 6 through 8). Separate descriptions must be submitted for Neglected or Delinquent programs.

☒ Public schools (K-12) ☐ Nonpublic schools ☒ Preschool ☐ Centers for neglected or delinquent children

Section B. Identification of compensatory education students. Use categories in footnote to complete Column 4.

1. Grade Level	2. Procedures used to identify eligible students	3. Criteria used to select participants	4. Instructional and support areas funded for service*
Preschool	A district developmental profile indicating pre-readiness levels in 5 areas.	Preschool students who score below developmental and readiness levels as specified by the District.	Language Development, Math Readiness, Physical Development including Health and Social/Emotional Development.
K-6	Schools submit the number of 1-6 students achieving below the 36 percentile on standardized tests of reading/reading readiness and the number scoring below the criterion level on the developmental skills checklist for kindergarten.	K - Below Readiness Criterion Score 1-6 - Students scoring below the 36 percentile on a nationally normed test (Stanford Achievement).	Language Development Reading/Mathematics

*Possible areas for funding for preschool include social-emotional development activities, cognitive development activities, creative development activities, and language development.

Possible areas for funding for K-12 include language arts, history/social science, science, and math (each curriculum area must include instruction in advanced skills).

Possible support areas for funding include staff development, parent education and participation, guidance and counseling, library, planning, and evaluation.

1994-95 Chapter 1/SCE Program Description (Cont.)

Agency: Jurupa Unified School District

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Section C. Desired outcomes for compensatory education students. Complete columns 1-6 to cover grade level and instructional areas in which funds are to be spent (Section B, Column 4).

☒ Public schools (K-12)

☐ Nonpublic schools

☒ Preschool

☐ Centers for neglected or delinquent children

1. No. of Desired Outcome	2. Grade Level	3. Goal/Advanced Skills to be learned (by applicable curriculum area)	4. Outcome Indicator/ Method of Evaluation	5. Time Frame	6. Standard or Performance Level/ Expected Outcome
1	Preschool	By the end of the project period, participating preschool students will demonstrate growth over time as indicated on the Preschool Developmental Profile completed by the classroom teacher from anecdotal records and checklists.	Developmental Profile and Anecdotal Records	Fall, 1994-Spring, 1995	By the end of 1994-95 school year, Chapter 1 preschool students will demonstrate at least two levels of growth from the baseline score as measured by the Jurupa USD Developmental Profile in language development, math readiness, physical development including health and social/emotional development.
2	Kindergarten	By the end of the project period, participating kindergarten students will demonstrate growth over time as indicated on the Kindergarten Developmental Assessment completed by the classroom teacher.	Kindergarten Developmental Assessment	Fall, 1994-Spring, 1995	By the end of 1994-95 school year, Chapter 1 students served will meet district approved benchmarks for a minimum of 50% of the areas.
3	Third	All Chapter 1 students will show improvement in completing projects/tasks that require reasoning, reading and writing.	Language Arts Performance Assessment	Fall, 1994-Spring, 1995	By June, 1995, at least 50% of Chapter 1 students will score at a minimal proficiency level or higher on a language arts performance assessment.

1994-95 Chapter 1/SCE Program Description (Cont.)

Agency: Jurupa Unified School District

California Department of Education

Consolidated Application

Section C. Desired outcomes for compensatory education students. Complete columns 1-6 to cover grade level and instructional areas in which funds are to be spent (Section B, Column 4).

☒ Public schools (K-12)

☐ Nonpublic schools

☒ Preschool

☐ Centers for neglected or delinquent children

1. No. of Desired Outcome	2. Grade Level	3. Goal/Advanced Skills to be learned (by applicable curriculum area)	4. Outcome Indicator/ Method of Evaluation	5. Time Frame	6. Standard or Performance Level/ Expected Outcome
4	One through Six	By the end of the project period, participants will show NCE gains equivalent to the statewide targets listed in the state's Chapter 1 plan in Language Arts and Mathematics	Analysis of NCE gains from Spring, 1994 to Spring, 1995	Spring, 1994-Spring, 1995	By June, 1995, Chapter 1 students in grades 1-6 will demonstrate an average NCE growth of 5 points from their Spring, 1994 scores at appropriate grade level tests in reading comprehension and math applications from the Stanford Achievement Test, 8th Edition.

1994-95 Chapter 1/SCE Program Description (Cont.)

Agency: Jurupa Unified School District

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Section D.

7. No. of Desired Outcome	8. Instructional Materials and Services What instructional materials (for preschool: dramatic play, gross and fine motor equipment, music, etc.), supplies and equipment (for reading, language, and math programs, etc.), and services (resource teachers, counselors, paraprofessionals, etc.) are to be purchased to support the desired outcome?	9. Staff Development What are the proposed conferences, training, and meeting attendance, that are identified in school plans and that support the desired outcomes? \$ 10,750 Budgeted Amount for Conferences	10. Study Trips What are the proposed study trips that are identified in the school plans and that support the desired outcomes? \$ 1,000 Budgeted Amount	11. Parent Education and Involvement What are the planned activities to facilitate parent education and involvement to support the desired outcomes?
1	Instructional materials include manipulatives for math concept development, dramatic play equipment, materials for the development of gross and fine motor skills and literature books. Teacher, instructional aide, part-time nurse and clerk support the program.	Preschool staff will be provided opportunities to better serve at-risk students and families in the areas of language development, math readiness, physical development, health and social/emotional development through on-going monthly meetings, county/state conferences and summer pre-training inservices.	Chapter 1 Preschool students will visit such areas as: orchard, community facilities including the library, fire station and grocery store.	Parenting classes in child growth and development, effective communication, self-esteem and parenting skills at monthly district and site meetings.
2	Instructional materials include manipulatives for math concept development, dramatic play equipment, materials for the development of gross and fine motor skills and literature books.	Kindergarten staff will be provided opportunities to better serve at-risk students and families in the areas of language development, math readiness, physical development, health and social/emotional development.		Parenting classes in child growth and development, effective communication, self-esteem and parenting skills.

1994-95 Chapter 1/SCE Program Description (Cont.)

Agency: Jurupa Unified School District

California Department of Education

Consolidated Application

Section D.

7. No. of Desired Outcome	8. Instructional Materials and Services What instructional materials (for preschool: dramatic play, gross and fine motor equipment, music, etc.), supplies and equipment (for reading, language, and math programs, etc.), and services (resource teachers, counselors, paraprofessionals, etc) are to be purchased to support the desired outcome?	9. Staff Development What are the proposed conferences, training, and meeting attendance, that are identified in school plans and that support the desired outcomes? \$ _____ Budgeted Amount for Conferences	10. Study Trips What are the proposed study trips that are identified in the school plans and that support the desired outcomes? \$ _____ Budgeted Amount	11. Parent Education and Involvement What are the planned activities to facilitate parent education and involvement to support the desired outcomes?
3	Supplemental reading and writing materials to support language arts program.	Authentic assessment and developing oral language skills workshops.		Parent conferences and volunteer parent participation.
4	Reading Recovery, Host Program, pull-out instruction, after-school tutorial, summer programs, and computer labs support language arts program.	Developing strategies for at-risk students, technology integration, improving instructional techniques, language acquisition and cultural diversity workshops.		P.R.I.C.E. parenting workshops, family math, parent newsletters, school calendars and parent workshops.

1993-94 Chapter 1/SCE Program Description (Cont.)

California Department of Education

Agency: Jurupa Unified School District
Consolidated Application

Section E. Evaluation

1. How will the LEA determine that the schools receiving Chapter 1/SCE funds have provided services to improve achievement in basic and advanced skills that are of sufficient size, scope and quality? Check all that apply.

Level of evaluation
☒ District level
☐ School site

How will program effectiveness be determined?

- ☒ California Learning Assessment System (CLAS)
- ☒ Norm referenced test results
- ☐ Criterion referenced test results
- ☐ Basic and advanced skills related to desired outcomes
- ☒ Number (percent) of students exiting program

How will information be used?

- ☒ Report to the local governing board
- ☒ Modifying the 1995-96 Chapter 1 program
- ☒ Public information document
- ☒ Other (Specify)

Report to District Advisory Committee.

Anticipated completion date: June 30, 1985

2. How will the LEA determine that the improved performance for Chapter 1 participants has been sustained over a period of more than 12 months? Check all that apply.

Level of study
☒ District
☐ School

Content
☒ Reading/Language Arts
☒ Mathematics

Grade span
☒ Primary
☒ Elementary
☐ Intermediate
☐ High School

Anticipated completion date: June 30, 1995

3. How will the LEA identify students not making "substantial progress" toward meeting the desired outcomes in terms of basic and advanced skills, and how will services be modified to better serve their needs? Check all that apply.

Level of decision-making
☐ District level
☒ School site

How frequently will progress be assessed?
☐ Monthly
☐ Quarterly
☒ Other (Specify) Yearly

How will determination be made?
☒ California Learning Assessment System (CLAS)
☒ Norm referenced (English language) test results
☒ Norm referenced (Spanish language) test results
☒ Student study team
☒ Teacher recommendation
☒ Other (Specify) Individual Learning Progress Form

In what areas will services be modified?
☒ Environment
☒ Materials
☒ Assignments
☒ Teaching strategies
☐ Other (Specify)

4. How will the LEA, in consultation with parents, assess parent involvement activities to determine their effectiveness? Check all that apply.

Assessment level
☐ District level
☒ School site

Attainment of program objectives

- ☒ Coordinate the development of parenting skills to support children's learning
- ☒ Provide parents with knowledge to assist children at home
- ☒ Provide access to support services for children and families
- ☒ Promote communication between the school and family
- ☒ Involve parents in instructional and support roles at school
- ☒ Support parents as decision makers and develop their leadership roles

Technique

- ☒ Surveys
- ☐ Check lists
- ☒ Interviews
- ☐ Other (Specify)

Dissemination

- ☐ Report
- ☒ Newsletter
- ☐ Media
- ☐ Other (Specify)

Anticipated completion date: June 30, 1995

1994-95 Identification of the Need for Compensatory Education Program Improvement Schools

California Department of Education

Consolidated Application

Purpose: This page is to identify the measures, standards, and rationale used to select Compensatory Education program improvement schools. The description in sections A-F must be completed even if no schools are identified.

Agency:

Jurupa Unified School District

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

Submission: ☒ original ☐ page not applicable

☐ revision / / date

A. Non applicability (Exemption is limited to the following:)

☐ No Chapter 1 Funds

☐ Ten (10) or fewer Chapter 1 participants (Section 1021(b)(2))

B. Check here if this is a local N/D program.

☐ Attach a description of the N or D Identification process in the State Plan. (See Instructions.)

C. MEASURES - Check the box(es) of the MEASURE(S) used in the IDENTIFICATION process.

1. ☒ NRT Results

2. ☐ More recent NRT results

3. ☐ OTHER (Specify) _____

1. ☒ NRT Results

2. ☐ More recent NRT results

3. ☐ OTHER (Specify) _____

D. STANDARDS - Check the box(es) of the STANDARD(S) used in the IDENTIFICATION process.

E. Rationale - Were all schools that did not meet the above measures and standards designated as CEPI schools?

☒ Yes ☐ No

If not, why not?

Since our schools had successful results in the norm-referenced results and also success in core curriculum, the district does not plan to identify Program Improvement schools at this time.

Linda Lenertz, Director, Curriculum and Categorical Projects

(909) 360-2735

F. Name of SUMMER contact person

Telephone number + extension

1994-95 Compensatory Education Ranking of Schools (Ch. 1 & SCE)

California Department of Education

Consolidated Application

Agency: JURUPA UNIFIED

CD Code: 3 | 3 | 6 | 7 | 0 | 9 | 0

Submission: ☐ original ☐ revision / / date

Purpose: This page is to rank and identify schools for compensatory education funding/services and to identify compensatory education program improvement (CEPI) schools.

Chapter 1 Ranking

1. Indicate low-income measure: ☒ AFDC ☐ Free and/or reduced lunch ☐ Other (describe on separate page)

2. Indicate option, grade levels, and measure used to rank schools:

Grade span grouping	Grade levels	Number	Percent
<input checked="" type="checkbox"/> 1			
<input type="checkbox"/> 2			
<input type="checkbox"/> 3			
Districtwide			

3. Mean(s):

Gradespan Number	Percent
106	16.48
167	13.29
130	11.94
Districtwide	

4. Exceptions (Col. I):

- 5% variance
- 25% low income
- Equal proportions low income
- High concentrations of EDY
- Additional year of service
- Skipping eligible school (attach supporting data)

5. Method used: ☐ Same as ESEA, Chapter 1 (Col. G and H) **Or** ☐ EIA-SCE (describe on separate page and enter each SCE school's rank in Col. J)

A		B	C	D	E		F	G	H	I	J	K	L
Name of school		CEPI schools Identification year/semester	Grade span group	Student enrollment in attendance area	Low income measure		Percent	ESEA, Chapter 1 rank		Ranking exceptions (use # 1-6 above)	SCE rank**	Check funded sites***	
Grade levels\School code*					Number	Percent		By number	By percent			Ch 1	SCE
GLEN AVON ELEMENTARY KK-06			1	565	97	17.17		9	8				
INA ARBUCKLE ELEMENTARY KK-06			1	714	226	31.65		1	1				
MISSION BELL ELEMENTARY KK-06			1	507	70	13.81		12	11				
PACIFIC AVENUE ELEMENTARY KK-06			1	642	109	16.98		6	9				
PEDLEY ELEMENTARY KK-06			1	595	104	17.48		8	6				
RUSTIC LANE ELEMENTARY KK-06			1	648	163	25.15		3	3				
TROTH STREET ELEMENTARY KK-06			1	716	125	17.46		5	7				
VAN BUREN ELEMENTARY KK-06			1	531	81	15.25		11	10				
WEST RIVERSIDE ELEMENTARY KK-06			1	843	201	23.84		2	4				
SKY COUNTRY ELEMENTARY KK-06			1	735	28	3.81		14	14				

* Districts use seven-digit school code. Cooperatives use 14-digit county/district/school code.

** Use Column J only if school eligibility for SCE funds will be established using EIA-SCE ranking procedures. Do not use if SCE schools are ranked using Ch. 1 rules.

***Place a check in Column K for each school to receive Chapter 1 funds. Place a check in Column L for each school to receive SCE funds.

1994-95 Compensatory Education Ranking of Schools (Ch. 1 & SCE)

California Department of Education

Consolidated Application

Agency: JURUPA UNIFIED	
CD Code:	3 3 6 7 0 9 0
Submission: <input type="checkbox"/> original <input type="checkbox"/> revision _____ date _____	

Purpose: This page is to rank and identify schools for compensatory education funding/services and to identify compensatory education program improvement (CEPI) schools.

Chapter 1 Ranking										EIA-SCE Ranking													
1. Indicate low-income measure:		2. Indicate option, grade levels, and measure used to rank schools:				3. Mean(s):				4. Exceptions (Col. 1):		5. Method used:											
<input checked="" type="checkbox"/> AFDC <input type="checkbox"/> Free and/or reduced lunch <input type="checkbox"/> Other (describe on separate page)		<input checked="" type="checkbox"/> Grade span grouping 1. _____ 2. _____ 3. _____ Districtwide		<input type="checkbox"/> Grade levels _____ _____ _____ Districtwide		<input type="checkbox"/> Number <input type="checkbox"/> Percent <input type="checkbox"/> Number <input type="checkbox"/> Percent <input type="checkbox"/> Number <input type="checkbox"/> Percent <input type="checkbox"/> Number <input type="checkbox"/> Percent		Gradespan Number 1.06 1.67 1.30 Districtwide		Percent 1.6.48 13.29 11.94		1. 5% variance 2. 25% low income 3. Equal proportions low income 4. High concentrations of EDY 5. Additional year of service 6. Skipping eligible school (attach supporting data)		Same as ESEA, Chapter 1 (Col. G and H) OR EIA SCE (describe on separate page and enter each SCE school's rank in Col. J)									
A		B		C		D		E		F		G		H		I		J		K		L	
Name of school		CEPI schools identification year/semester		Grade span group		Student enrollment in attendance area		Low-income measure		ESSEA, Chapter 1 rank		Ranking exceptions (use # 1-6 above)		SCE rank**		Check funded sites***							
Grade levels/School code*		Number		Percent		By number		By percent		Ch 1		SCE		Ch 1		SCE							
INDIAN HILLS ELEMENTARY KK-06				1		756		49		13		13											
CAMINO REAL ELEMENTARY KK-06				1		635		19		15		15											
SUNNYSLOPE ELEMENTARY KK-06				1		705		82		10		12											
GRANITE HILL ELEMENTARY KK-06				1		603		108		7		5											
STONE AVENUE ELEMENTARY KK-06				1		467		130		4		2											
JURUPA MIDDLE 07-08				2		1247		123		2		2											
MISSION MIDDLE 07-08				2		1258		210		1		1											
JURUPA VALLEY HIGH 09-12				3		2108		186		2		2											
RIO VISTA HIGH 09-12				3		63		0		3		3											
NUEVA VISTA CONTINUATION HIGH 09-12				3		275		0		4		4											

* Districts use seven-digit school code. Cooperatives use 14-digit county/district/school code.

** Use Column J only if school eligibility for SCE funds will be established using EIA-SCE ranking procedures. Do not use if SCE schools are ranked using Ch. 1 rules.

*** Place a check in Column K for each school to receive Chapter 1 funds. Place a check in Column L for each school to receive SCE funds.

1994-95 Compensatory Education Ranking of Schools (Ch. 1 & SCE)

California Department of Education

Consolidated Application

Agency: JURUPA UNIFIED

CD Code: 3 | 3 | 6 | 7 | 0 | 9 | 0

Submission: ☐ original ☐ revision **date** ____/____/____

Purpose: This page is to rank and identify schools for compensatory education funding/services and to identify compensatory education program improvement (CEPI) schools.

Chapter 1 Ranking										EIA-SCE Ranking			
1. Indicate low-income measure:		2. Indicate option, grade levels, and measure used to rank schools:		3. Mean(s):		4. Exceptions (Col. J):		5. Method used:		6. Ranking exceptions		7. Check funded sites***	
<input checked="" type="checkbox"/> AFDC <input type="checkbox"/> Free and/or reduced lunch <input type="checkbox"/> Other (describe on separate page)		Grade span grouping: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> Districtwide Grade levels: <input type="checkbox"/> Number <input type="checkbox"/> Percent <input type="checkbox"/> Number <input type="checkbox"/> Percent <input type="checkbox"/> Number <input type="checkbox"/> Percent <input type="checkbox"/> Number <input type="checkbox"/> Percent		Gradespan Number: _____ Districtwide: 116 14.80		1. 5% variance 2. 25% low income 3. Equal proportions low income 4. High concentrations of EDY 5. Additional year of service 6. Skipping eligible school (attach supporting data)		Same as ESEA, Chapter 1 (Col. G and H) Or EIA-SCE (describe on separate page and enter each SCE school's rank in Col. J)		Ranking exceptions (use # 1-6 above)		Check funded sites***	
Name of school		CEPI schools identification year/semester		Grade span group		Student enrollment in attendance area		Low income measure		ESEA, Chapter 1 rank		SCE rank**	
								Number		By number		Ch. 1	
								Percent		By percent		SCE	
JURUPA VALLEY HIGH				3		2108		186		5			
09-12								8.82		16			
RIO VISTA HIGH				3		63		0		20			
09-12								0.00		20			
NUEVA VISTA CONTINUATION HIGH				3		275		0		21			
09-12								0.00		21			
RUBIDOUX HIGH				3		1901		333		1			
09-12								17.52		6			
GLEN AVON ELEMENTARY				1		565		97		13			
KK-06								17.17		9			
INA ARBUCKLE ELEMENTARY				1		714		226		2			
KK-06								31.65		1			
MISSION BELL ELEMENTARY				1		507		70		16			
KK-06								13.81		13			
PACIFIC AVENUE ELEMENTARY				1		642		109		10			
KK-06								16.98		10			
PEDLEY ELEMENTARY				1		595		104		12			
KK-06								17.48		7			
RUSTIC LANE ELEMENTARY				1		648		163		6			
KK-06								25.15		3			

* Districts use seven-digit school code. Cooperatives use 14-digit county/district/school code.

** Use Column J only if school eligibility for SCE funds will be established using EIA-SCE ranking procedures. Do not use if SCE schools are ranked using Ch. 1 rules.

***Place a check in Column K for each school to receive Chapter 1 funds. Place a check in Column L for each school to receive SCE funds.

1994-95 Compensatory Education Ranking of Schools (Ch. 1 & SCE)

California Department of Education

Consolidated Application

Agency:

JURUPA UNIFIED

CD Code:

3 | 3 | 6 | 7 | 0 | 9 | 0

Submission: ☐ original

☐ revision

date

Purpose: This page is to rank and identify schools for compensatory education funding/services and to identify compensatory education program improvement (CEPI) schools.

Chapter 1 Ranking

1. Indicate low-income measure:		2. Indicate option, grade levels, and measure used to rank schools:		3. Mean(s):		4. Exceptions (Col. I):		5. Method used:		EIA-SCE Ranking			
<input checked="" type="checkbox"/> AFDC <input type="checkbox"/> Free and/or reduced lunch <input type="checkbox"/> Other (describe on separate page)		<input type="checkbox"/> Grade span grouping 1. _____ 2. _____ 3. _____ <input checked="" type="checkbox"/> Districtwide		Grade span Number _____ Percent _____ Districtwide 116 14.80		1. 5% variance 2. 25% low income 3. Equal proportions low income 4. High concentrations of EDY 5. Additional year of service 6. Skipping eligible school (attach supporting data)		<input type="checkbox"/> Same as ESEA, Chapter 1 (Col. G and H) or <input type="checkbox"/> EIA SCE (describe on separate page and enter each SCE school's rank in Col. J)		EIA-SCE Ranking 5. Method used:			
Name of school	Grade levels/School code*	A	B	C	D	E	F	G	H	I	J	K	L
TROTH STREET ELEMENTARY	KK-06	6032221		1	716	125	17.46	8	8				
VAN BUREN ELEMENTARY	KK-06	6032239		1	531	81	15.25	15	12				
WEST RIVERSIDE ELEMENTARY	KK-06	6032247		1	843	201	23.84	4	4				
JURUPA MIDDLE	07-08	6059075		2	1247	123	9.86	9	15				
MISSION MIDDLE	07-08	6061774		2	1258	210	16.69	3	11				
SKY COUNTRY ELEMENTARY	KK-06	6104491		1	735	28	3.81	18	18				
INDIAN HILLS ELEMENTARY	KK-06	6105837		1	756	49	6.48	17	17				
CAMINO REAL ELEMENTARY	KK-06	6106835		1	635	19	2.99	19	19				
SUNNYSLOPE ELEMENTARY	KK-06	6106843		1	705	82	11.63	14	14				
GRANITE HILL ELEMENTARY	KK-06	6110548		1	603	108	17.91	11	5				

* Districts use seven-digit school code. Cooperatives use 14-digit county/district/school code.

** Use Column J only if school eligibility for SCE funds will be established using EIA-SCE ranking procedures. Do not use if SCE schools are ranked using Ch. 1 rules.

***Place a check in Column K for each school to receive Chapter 1 funds. Place a check in Column L for each school to receive SCE funds.

1994-95 Compensatory Education Ranking of Schools (Ch. 1 & SCE)

California Department of Education

Consolidated Application

Purpose: This page is to rank and identify schools for compensatory education funding/services and to identify compensatory education program improvement (CEPI) schools.

Agency:

JURUPA UNIFIED

CD Code:

3 | 3 | 6 | 7 | 0 | 9 | 0

Submission: ☒ original

☐ revision / / date

Chapter 1 Ranking

EIA-SCE Ranking

1. Indicate low-income measure:		2. Indicate option, grade levels, and measure used to rank schools:		3. Mean(s):		4. Exceptions (Col. I):		5. Method used:		EIA-SCE Ranking													
AFDC		Grade levels		Gradespan		1. 5% variance		Same as ESEA, Chapter 1 (Col. G and H)		Ranking exceptions													
Free and/or reduced lunch		K-6		Number		2. 25% low income		<input checked="" type="checkbox"/>		Check funded sites***													
Other (describe on separate page)		7-8		Percent		3. Equal proportions low income		<input type="checkbox"/>		SCE rank**													
		9-12		Percent		4. High concentrations of EDY		<input type="checkbox"/>		Ch. 1													
		Districtwide		Percent		5. Additional year of service		<input type="checkbox"/>		SCE													
		Districtwide		Percent		6. Skipping eligible school (attach supporting data)		<input type="checkbox"/>															
		Districtwide		Percent																			
Name of school		B		C		D		E		F		G		H		I		J		K		L	
Grade levels/School code*		CEPI schools identification year/semester		Grade span group		Student enrollment in attendance area		Low income measure		Percent		By number		By percent		Ranking exceptions (use # 1-6 above)		SCE rank**		Check funded sites***			
INDIAN HILLS ELEMENTARY KK-06				1		756		Number		23.68		13		13									
CAMINO REAL ELEMENTARY KK-06				1		635		79		12.44		15		15									
SUNNYSLOPE ELEMENTARY KK-06				1		705		364		51.63		6		8									
GRANITE HILL ELEMENTARY KK-06				1		603		345		57.21		7		6								X	
STONE AVENUE ELEMENTARY KK-06				1		467		202		43.25		11		10								X	
JURUPA MIDDLE 07-08				2		1247		451		36.17		2		2									
MISSION MIDDLE 07-08				2		1258		635		50.48		1		1									
JURUPA VALLEY HIGH 09-12				3		2108		462		21.92		2		3									
RIO VISTA HIGH 09-12				3		63		0		0.00		4		4									
NUEVA VISTA CONTINUATION HIGH 09-12				3		275		106		38.55		3		1									

* Districts use seven-digit school code. Cooperatives use 14-digit county/district/school code.

** Use Column J only if school eligibility for SCE funds will be established using EIA-SCE ranking procedures. Do not use if SCE schools are ranked using Ch. 1 rules.

***Place a check in Column K for each school to receive Chapter 1 funds. Place a check in Column L for each school to receive SCE funds.

1994-95 Chapter 1 Innovation Projects

Consolidated Application

California Department of Education

Agency:

Jurupa Unified School District

Purpose: This page and page 12, are to identify and describe Chapter 1 Innovation project activities and to identify participating schools.

CD code:	3	3	6	7	0	9	0
Submission:	<input checked="" type="checkbox"/> original	<input type="checkbox"/> page not applicable	date				
	<input type="checkbox"/> revision						

A. Check one or more of the project activities listed below. This page may be completed only once, integrating information for all project activities checked, or may be completed separately for each project activity.

- ☐ 1. Continuation (maintenance) of services to previously eligible children
- ☐ 2. Continued services in ineligible school attendance areas as part of a desegregation plan, not to exceed two years
- ☐ 3. Incentive payments for schools demonstrating significant progress
- ☐ 4. Training of teachers and librarians with respect to special educational needs
- ☒ 5. Innovative parent programs or approaches
- ☐ 6. Programs that encourage community and private sector resources
- ☐ 7. Assistance by LEAs to schools identified for program improvement

B. Identify participating schools, implementation dates, and project activities. Schools with identical implementation dates and project activities may be grouped.

School name	Planned Implementation dates	Project activity (use numbers from Section A, above)
Glen Avon, Granite Hill,	August, 1994 - May, 1995	4, 5
Ina Arbuckle, Pacific Avenue,		
Pedley, Rustic Lane,		
Sunnyslope, Troth Street,		
Van Buren, and West Riverside.		

LINDA Lenertz, Director, Curriculum and Categorical Projects
 Printed name and title of the Innovation Project contact person

(909) 360-2735
 Phone number and extension

1994-95 Chapter 1 Innovation Projects (Cont.)

Agency: Jurupa Unified School District

California Department of Education

Consolidated Application

C. Provide a brief description in each applicable category below.

1. What is the project purpose?

To assist teachers in Chapter 1 schools to develop alternative assessments to monitor the strengths and needs of project participants in mastering the core curriculum and for future identification of project participants.

To assist parents in developing skills for working with their children to support their school achievement.

2. What selection criteria (written or oral instruments, uniformly applied to grade groupings, e.g., K-6; 7-8; and/or 9-12) are used to select project participants?

Not applicable.

3. What are the major project activities and dates?

Training and Professional Development regarding alternative assessment instruments such as portfolios. Monthly meetings regarding portfolios with training beginning in October.

Parent workshops and information bulletins regarding helping students succeed academically.

4. What are the staffing patterns (resource teacher, aides, counselors, etc.) and student-staff ratios?

Not applicable.

5. What are the project settings (place, mode, frequency, and length of instruction)?

Not applicable.

6. What materials, supplies, and equipment (special reading, language, math programs, computers, etc.) are to be purchased?

Materials and supplies to support the inservice program. Printed materials and books supporting professional development will be made available to participating teachers and parents in the parent component.

7. What evaluation procedures and/or instruments (based on normed or criterion referenced objective measures of individual student achievement in basic and more advanced skills that are aggregated for the total LEA in grades 2-12) will be used?

Teachers will be asked to rate students' portfolios as high, medium and low from a rubric, these ratings will be compared to their norm-referenced achievement test scores. After participation in workshops, teachers will indicate from structured interviews whether they believe that they are more informed about the performance of their Chapter 1 students from their review of portfolios versus the norm-referenced or criterion-referenced achievement data.

Parents participating in the workshops will be administered a pre/post survey indicating their comfort level in providing assistance to their children initially and following workshop/training sessions.

8. Amount budgeted for 1994-95 Innovation Project(s): 66,500

1994-95 ESEA, Chapter 1 Basic Grant Budget

California Department of Education

Consolidated Application

Agency:

Purpose: This page is to establish the 1994-95 Chapter 1 Basic Grant budget by classification, including Aguilar-related costs for private school services. Do not include Ch.1 Program Improvement, Capital Expenses reimbursements, or N or D funds. Submission of an LEA Chapter 1 budget is a federal requirement.

Jurupa Unified School District

CD code:

Submission: ☒ original

revision

10

0122

Schools

A.		Income		C.		Funds budgeted per student		Schools	
Line no.		Totals		Line no.		(a) Public	(b) Nonpublic		
1.	Entitlement (estimate)	\$ 1,331,634		14.	Number of students	2,735			
2.	Carryover (estimate)			15.*	Funds budgeted per student	425.21			
3.	Total estimated income	1,331,634							
B.		a		b		c		d	
Objects of expenditure (enter dollar amounts only)		1994-95 funds for public school students		1994-95 funds for non- public school students		1994-95 district administrative costs		Projected 1994-95 Aquilar-related service costs (capital expenses)	
4.	1000	Certificated salaries	\$ 566,117	\$	32,924	\$	599,041		
5.	2000	Classified salaries	158,898		15,567		174,465		
6.	3000	Employee benefits	150,060		12,496		162,556		
7.	4000	Books and supplies	132,467		8,100		140,567		
8.	5000	Services & other operating costs	115,365		38,739		154,104		
9.	6000	Capital outlay	40,046		4,000		44,046		
10.	7000	Other outgo/uses							
11.		Subtotal							
12.	7300	Indirect costs			56,855		56,855		
13.		Total Program Budget	1,162,953		168,681		1,331,634		

*The amounts in Section C, Line 15, (a) and (b) must be equal.

Part I, page 13

(03/94)

Application for Reimbursement of ESEA, Chapter 1 Capital Expenses for Students Enrolled in Private Schools

California Department of Education

Consolidated Application

<p>Purpose: This page is for the applicant district to request reimbursement for expenses related to the Aguilar v. Felton Supreme Court decision.</p>		Agency:		Jurupa Unified School District				
		CD code:		3	3	6	7	0
		Submission:		<input type="checkbox"/> original	<input checked="" type="checkbox"/> page not applicable			
		<input type="checkbox"/> revision			date			

A. LEA Certifications

The undersigned LEA representative certifies, based on CFR 100-297, Section 200.57, that in providing equitable Chapter 1 services to eligible students in private schools, the following is true:

1. *The LEA has paid, from funds provided from ESEA, Chapter 1, since July 1, 1985, capital expenses for services to eligible students in private schools.*
2. *The LEA is currently paying, from funds provided under 34CFR, Section 200.57, for capital expenses for services to eligible students in private schools, or may incur additional capital expenses because of an increase in the number of private school students to be served.*

Signature of Authorized Representative	Name and Title	Date
_____	_____	____/____/____

B. Capital Expenses

1. Actual Expenses

Prior year _____

1993-94 _____

2. Description of Noninstructional Goods Purchased

Prior year _____

1993-94 _____

3. Projected costs

1994-95 _____

1994-95 Use of ESEA, Chapter 2 Educational Improvement Funds

California Department of Education

Consolidated Application

Purpose: This page is to identify and describe the Targeted Assistance Areas for Chapter 2, and how such funds will be expended in the district and schools, including private nonprofit schools.

Agency:

Jurupa Unified School District

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

Submission: ☒ original ☐ page not applicable

☐ revision / / date

A. Check the Targeted Assistance Area on which Chapter 2 funds will be expended. Complete a separate page for each area selected.

☒ 1. Programs to meet the educational needs of students at risk of failure or dropping out or for whom education entails higher than average cost.

☐ 2. Programs for the acquisition and use of instructional materials, including library books, reference materials, computer software and hardware for instructional use.

☐ 3. Innovative programs designed to carry out schoolwide improvements, including effective schools programs as defined by the Chapter 2 statute.

☐ 4. Programs of training and professional development for educational personnel, including teachers, librarians, school counselors, administrators, and school board members.

☐ 5. Programs designed to enhance personal excellence and achievement of students, including instruction in ethics, performing and creative arts, humanities, physical fitness and comprehensive health, and participation in community service projects.

☐ 6. Innovative projects to enhance the educational program and climate of school, including gifted and talented, technology education, early childhood education, community education, and youth suicide prevention.

☐ 7. Programs of training to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading related problems that place those students at risk for illiteracy in their adult years.

B. Complete the following for each Targeted Assistance Area. (Continue on reverse if necessary.)

1. Describe the programs, projects, and activities to carry out the above Targeted Assistance Area.

Youth Service Center counselors will provide service to students at all elementary school sites. Counselors are scheduled once a week and are assigned a caseload of students identified as at-risk by their teachers. This program is designed for both intervention and prevention.

2. Describe the reasons for the selection of such programs, projects, and activities.

In a recent survey of advisory committee members, parents and staff rated this area as one of the top three priority areas for the expenditure of Chapter 2 funds. In addition, the state has identified our district as one requiring additional assistance from the Healthy Generations Healthy Learner's program.

3. Describe how this assistance will contribute to the goals of Chapter 2 of improving student achievement or improving the quality of education for students. By helping students with personal problems which often interfere with their learning, we believe that this program will contribute to improved student achievement.

4. Amount budgeted for Targeted Assistance Area: \$ 45,573

1994-95 Use of ESEA, Chapter 2 Educational Improvement Funds

California Department of Education

Consolidated Application

Agency:

Jurupa Unified School District

CD code:

3 3 6 7 0 9 0

Submission: ☒ original ☐ page not applicable

☐ revision ☐ date

Purpose: This page is to identify and describe the Targeted Assistance Areas for Chapter 2, and how such funds will be expended in the district and schools, including private nonprofit schools.

A. Check the Targeted Assistance Area on which Chapter 2 funds will be expended. Complete a separate page for each area selected.

- | | | |
|---|--|--|
| <input type="checkbox"/> 1. Programs to meet the educational needs of students at risk of failure or dropping out or for whom education entails higher than average cost. | <input type="checkbox"/> 4. Programs of training and professional development for educational personnel, including teachers, librarians, school counselors, administrators, and school board members. | <input type="checkbox"/> 6. Innovative projects to enhance the educational program and climate of school, including gifted and talented, technology education, early childhood education, community education, and youth suicide prevention. |
| <input checked="" type="checkbox"/> 2. Programs for the acquisition and use of instructional materials, including library books, reference materials, computer software and hardware for instructional use. | <input type="checkbox"/> 5. Programs designed to enhance personal excellence and achievement of students, including instruction in ethics, performing and creative arts, humanities, physical fitness and comprehensive health, and participation in community service projects. | <input type="checkbox"/> 7. Programs of training to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and related problems that place those students at risk for illiteracy in their adult years. |
| <input type="checkbox"/> 3. Innovative programs designed to carry out schoolwide improvements, including effective schools programs as defined by the Chapter 2 statute. | | |

B. Complete the following for each Targeted Assistance Area. (Continue on reverse if necessary.)

1. Describe the programs, projects, and activities to carry out the above Targeted Assistance Area.
The district proposed to provide supplemental library materials to support the mathematics adoption.

2. Describe the reasons for the selection of such programs, projects, and activities.
Library services were rated number one priority by our advisory committee.

3. Describe how this assistance will contribute to the goals of Chapter 2 of improving student achievement or improving the quality of education for students.
Library materials which supplement the basic mathematics program will improve the quality of education for students K-12.

4. Amount budgeted for Targeted Assistance Area: \$ 50,622

California Department of Education

Consolidated Application

Purpose: This page is to identify private nonprofit schools that will participate in ESEA Chapter 2. This information will be used to calculate the LEA's entitlement for 1994-95.

Agency:

JURUPA UNIFIED

CD Code:

3
—
3

6 7 0 1 9 1 0

Submission:

X original

☐ page not applicable

date 11/1

☐ A. Check if there are no private nonprofit schools in the district and assurances 129 through 135 are not applicable.

B. District Chapter 2 Representative:

Certification

In submitting the Certification of Participation of Students Enrolled in Private Nonprofit Schools, the local education agency hereby certifies the following:

1. The appropriate private nonprofit school representatives within the public school district with a current affidavit on file are contacted annually by the local education agency to determine whether the officials desire their students to participate in the ESEA, Ch. 2 program. (20 USC 2922 (b)(1); PL 100-297 1512(b)(1); 2972 CFR 298.32)

2. For those schools indicating their desire to participate in the program, the appropriate private nonprofit school representative was consulted by public school officials regarding the design, planning, and implementation of the Ch.2 program including, but not limited to, the selection of participants, identification of needs, and the provision of services. (20 USC 2922 (b)(1), PL 100-297 1512(b)(1); 2943 (a)(3)(A)(5); 2972 (b)(1))

Name: Linda Lenertz

(Please print)

Phone: (909) 360-2735

A

Name of school

School code*

SON SHINE CHRISTIAN

GLEN AVON CHRISTIAN

【例 2】

Phone Number

(909) 685-6533

(909) 685-6463

①

October 1993
Enrollment

226

72

★ ★ ★

Yes, Will Participate (✓)

No, Will Not
Participate (✓)

本報

* Districts use seven-digit school code. Cooperatives use 14-digit county/district/school code.

*** Check either Column D or E for each school listed in Column A.

1994-95 Program Quality Review and SBCP Information

California Department of Education

Consolidated Application

Agency:

JURUPA UNIFIED

Purpose: This page serves two purposes:

- 1) Verification of programs that trigger a program quality review requirement and information about when the reviews are scheduled;
- 2) Verification of services that are coordinated through a school-based coordinated program (SBCP).

CD Code:

3 | 3 | 6 | 7 | 0 | 9 | 0

Submission:

☒ original

☐ revision

/ / date

Programs that trigger a Program Quality Review

Services that will be coordinated in an SBCP

A Name of school School code*	B SBCP	C SIP	D Motiv. & Maint.	E EIA SCE	F Prof. Develop.	G ESEA, Ch. 1	H Year of last review	I Year sched. for next review	J SIP	K LEP Services	L EIA SCE	M Miller Unruh	N Gifted and Talented	O Special Education	P Prof Develop	Q Other**
JURUPA VALLEY HIGH 3330412	X				X					X			X	X		
RIO VISTA HIGH 3330545																
NUEVA VISTA CONTINUATION HIGH 3334687										X					X	
RUBIDOUX HIGH 3337136	X				X			93-94*		X			X	X		
GLEN AVON ELEMENTARY 6032163	X	X				X	91-92	95-96	X	X			X	X		
INA ARBUCKLE ELEMENTARY 6032171	X	X		X		X	90-91	94-95	X	X	X		X	X		
MISSION BELL ELEMENTARY 6032189	X	X					90-91	94-95	X	X			X	X		
PACIFIC AVENUE ELEMENTARY 6032197	X	X				X	89-90	93-94	X	X			X	X		
PEDLEY ELEMENTARY 6032205	X	X					90-91	94-95	X	X			X	X		
RUSTIC LANE ELEMENTARY 6032213	X	X				X	92-93	96-97*	X	X			X	X		
TROTH STREET ELEMENTARY 6032221	X	X				X	89-90	93-94	X	X			X	X		
VAN BUREN ELEMENTARY 6032239	X	X				X	89-90	93-94	X	X			X	X		
WEST RIVERSIDE ELEMENTARY 6032247	X	X				X	92-93	96-97*	X	X			X	X		

* Districts use seven-digit school code. Cooperatives use 14-digit county/district/school code.

** There is an asterisk in columns H and/or I next to the school(s) that use the WASC/CDE Joint Process to meet the PQR requirement.

*** In some cases, a waiver must be granted by the State Board of Education in order to coordinate additional programs (see instructions).

Part I, page 17.1

(02/93)

1994-95 Program Quality Review and SBCP Information

California Department of Education

Consolidated Application

Agency:

Purpose: This page serves two purposes:

- 1) Verification of programs that trigger a program quality review requirement and information about when the reviews are scheduled;
- 2) Verification of services that are coordinated through a school-based coordinated program (SBCP).

JURUPA UNIFIED

CD Code:

3 | 3 | 6 | 7 | 0 | 9 | 0

Submission:

☒ original
☐ revision

date

Programs that trigger a Program Quality Review

Services that will be coordinated in an SBCP

A		B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Name of school	School code*	SBCP	SIP	Motiv. & Maint.	EIA-SCE	Prof. Develop.	ESEA, Ch.1	Program review schedule**		SIP	LEP Services	EIA-SCE	Miller-Urruh	Gifted and Talented	Special Education	Prof. Develop.	Other**
		Year of last review	Year sched. for next review														
JURUPA MIDDLE	6059075	X	X					91-92	95-96	X	X			X	X		
MISSION MIDDLE	6061774	X	X					92-93	96-97*	X	X			X	X		
SKY COUNTRY ELEMENTARY	6104491	X	X					90-91	94-95	X	X			X	X		
INDIAN HILLS ELEMENTARY	6105837	X	X					90-91	94-95	X	X			X	X		
CAMINO REAL ELEMENTARY	6106835	X	X					91-92	95-96	X	X			X	X		
SUNNYSLOPE ELEMENTARY	6106843	X	X				X	91-92	95-96	X	X			X	X		
GRANITE HILL ELEMENTARY	6110548		X				X		95-96	X	X			X	X		

* Districts use seven-digit school code. Cooperatives use 14-digit county/district/school code.

** There is an asterisk in columns H and/or I next to the school(s) that use the WASC/CDE Joint Process to meet the PQR requirement.

*** In some cases, a waiver must be granted by the State Board of Education in order to coordinate additional programs (see instructions).

Part I, page 17.2

(02/93)

California Department of Education

Purpose: This page is to notify LEAs of the 1993, P1 school level ADA, the level of funding for grades 7-12 that will be used to calculate School Improvement funding, and to give the LEA the opportunity to correct the data.

Agency: JURUPA UNIFIED									
CD Code:			3 3		6 7 0 9 0				
Submission:			<input checked="" type="checkbox"/> original		<input type="checkbox"/> revision				
					____ / ____ / ____ date				

[illegible]

* Districts use seven-digit school code. Cooperatives use 14-digit county/district/school code.

** Indicates LEAs that are currently funded at \$102.17 per ADA.

CHARTER SCHOOLS

The Board of Education desires to support innovative approaches to improve student learning and recognizes the Charter School concept as a reform strategy designed to achieve this purpose.

The Charter Schools Act specifies that these schools operate under the auspices of the governing board. However, the Board recognizes the legislatures intent to allow site based governance with provision for operation of the school specified in a charter.

Since the governing board has responsibility for protecting the public's interest, when granting or denying a charter petition, the Board shall give appropriate consideration to the school's ability to function effectively and meet its goals.

Charter schools shall be nonsectarian in programs, admission policies, employment practices and all other operations; shall not charge tuition; and shall not discriminate against any student on the basis of ethnicity, national origin, gender or disability.

Charter schools, under the Board's jurisdiction, shall be held accountable for fulfilling the terms of the charter. A charter may be revoked if deemed necessary by a majority vote of the Board.

CHARTER SCHOOLS

The Charter School Act (SB 1448 and Ed Code 47600) provides the opportunity for teachers, parents and community members to petition the Board of Education to establish a charter school. The specific goals and operating procedures for the charter school must be outlined in the agreement between the Board and organizers of the school. In order to obtain Board approval for a charter school, the following process shall be followed:

STEP ONE: The petitioners shall develop the proposed school charter (Ed Code 47605). The Charter must address the following specified educational and procedural elements:

1. A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century and how learning best occurs. The goals identified in the program must include the objective of enabling pupils to become self-motivated, competent and lifelong learners.
2. The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's educational program.
3. The method by which pupil progress in meeting those pupil outcomes is to be measured.
4. The governance structure of the school, including but not limited to, the process to be followed by the school to ensure parental involvement.
5. The qualifications to be met by individuals to be employed by the school.
6. The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237 of the California Education Code.
7. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.
8. Admission requirements, if applicable.
9. The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted.

CHARTER SCHOOLS

10. The procedures by which pupils can be suspended or expelled.
11. The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or Federal Social Security.
12. The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.
13. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.

GENERAL CONDITIONS

Although the agreement between the district and the charter sponsors must be developed to address the specific requests of the petitioner, the district requires the following basic requirements, or mutually acceptable alternatives, to be met:

- A. The Board may grant a charter for up to five years, subject to renewal for additional five-year periods. Material revisions to a charter may be made only with Board approval. (Education Code 47607)
- B. No district employee may be required to work at a charter school. (Education Code 47605)
- C. No child may be required to attend a charter school. (Education Code 47605)
- D. The charter school petition shall include policies for ongoing monitoring and review of the charter. The process should be detailed and include timelines, methods of assessing the charter, a process for modifying the charter during its term and a process for terminating the charter, if necessary.
- E. The charter shall comply with the same health and safety standards as the school district.
- F. The charter school will be required to prepare and submit a balanced budget in the same manner that is required of other schools in the district.
- G. The charter school shall utilize the district's budgeting, financial and attendance accounting systems and shall comply with all district policies, regulations, procedures and practices concerning the obligation and expenditure of funds.

CHARTER SCHOOLS

- H. The charter school shall participate in the district's general liability, workers compensation and unemployment insurance programs and district payroll system.
- I. Charter schools shall operate on a fiscal year basis.
- J. Annual financial audits will be conducted by the district's external auditing firm.
- K. Monetary allocations to charter schools shall be negotiated with the district in order to ensure an equitable distribution of funds to all schools within the district.
- L. The charter school petition shall identify facilities to be used to house the program and how these facilities will be paid for.
- M. The petition shall include a plan for ongoing custodial care and maintenance of facilities and grounds.
- N. The petition shall include a plan for student transportation and food services.
- O. The charter school shall provide a full continuum of services for individuals with exceptional needs in special education programs or receiving special education services which comply with all state and federal mandates.
- P. The charter school shall specify the governance structure and identify by position the parties responsible for compliance with applicable state and federal laws including but not limited to: Title IX, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990 and the Individual Disabilities Education Act.

STEP TWO: Submit The Proposed Charter to the District for Certification of all Components

The petitioners shall submit the proposed charter to the Superintendent/designee and receive written certification that all components of the proposed charter have been adequately addressed before circulating to the community. All charter petitions must be submitted to the district not later than November 1st of the year preceding the proposed implementation of the program.

STEP THREE: Circulate the Charter School Petition (Ed Code 47605)

A petition for the establishment of a charter school may be circulated by any person seeking to establish the charter school. The petition must be signed by not less than 10% of the teachers currently employed in the district or by not less than 50% of the teachers employed at the proposed school.

CHARTER SCHOOLS

Petitioners must demonstrate sufficient parent interest by obtaining signatures from a majority of parents with students presently enrolled in the school. The petition shall provide a description of the proposed charter.

STEP FOUR: Submit The Petition to the Board of Education (Ed Code 47605)

The petitioners shall submit the proposed charter to the Board no later than the first public meeting in February in order to obtain approval for the charter to become effective the following school year.

STEP FIVE: Obtain Board Approval of the Charter

Not later than thirty (30) days after the governing board receives the charter, a public hearing regarding the proposed charter shall be held. Within 60 days of receipt of the petition, the board must review the petition and determine that the charter contains all of the elements as specified in the Charter Schools Act (SB 1448). The Board may seek additional information from the petitioners, or district administrative staff and a majority vote of the Board is required for approval. In addition, in making its decision, the Board must determine that the following elements have been satisfactorily addressed:

- A. There is sufficient employee and parental support for the charter.
- B. The charter demonstrates the capability to provide comprehensive learning experience to academically low achieving students as identified by Economic Impact Aid guidelines.
- C. Appropriate fiscal services guidelines are outlined in the charter which guarantee legal compliance with standards established by the California Department of Education.

THE APPEAL PROCESS

SB 1448 provides the following appeal process for the petitioners if the governing board does not approve the charter petition:

- A. At the request of the petitioners, the county superintendent of schools selects and convenes a review panel to review the action of the governing board. The review panel must consist of three governing board members and three teachers from other school districts in the county. The county superintendent of schools has a tie breaking vote.

CHARTER SCHOOLS

- B. If the review panel determines that the governing board failed to appropriately consider the charter petition, or acted in an arbitrary manner in denying the petition, the panel shall request the governing board to reconsider the charter petition.
- C. If, on reconsideration, the governing board denies a charter petition, the county board of education, at the request of the petitioners, shall hold a public hearing under the same conditions and timelines as those described under steps three and four above for local governing board approval and may grant a charter.

STEP SIX: Provide Notice To The State Board of Education

Upon approval of the petition by the local Board of Education, the petitioners must provide written notice of the approval, including a copy of the petition to the State Board of Education.

STEP SEVEN: The State Board of Education Will Assign A Number To The Petition

The State Board of Education has the responsibility, when it receives a charter school petition, of making sure that it has the appropriate signatures, has been approved by the local governing board and that the charter contains all of the components specified in the Act. The State Board of Education will assign a number to complete charter petitions only on a first come, first served basis. The Act specifies the number of charter schools operating in the state.

REVOKING A CHARTER

A charter may be revoked by the Board at any time if it finds the school did any of the following:

- A. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter petition, or
- B. Failed to meet or pursue any of the student outcomes identified in the charter petition, or
- C. Failed to meet generally accepted accounting standards of fiscal management, or
- D. Violated any provision of law.

Jurupa Unified School District

PETITION TO BECOME A CHARTER SCHOOL

Date: _____

School: _____

1. Check which applies:

_____ 50% of teachers at school Number of teachers _____

_____ 10 % of teachers in district

2. Charter School Name: _____

3. Petitioner: _____
- | Name | Position | Location |
|------|----------|----------|
|------|----------|----------|

4. Length of Charter: _____

Charter School Proposal Sign-Off

Name of Charter: _____

Date Received: _____ Date of Board of Education Hearing: _____

I. Personnel Services

- ☐ Check Names on Petition For Validity
- ☐ Identify Collective Bargaining Issues
- ☐ Staffing

Signature: _____
Assistant Superintendent, Personnel Services

II. Education Services

- ☐ Curriculum and Instruction
- ☐ Assessment/ Accountability
- ☐ Health and Safety
- ☐ Governance
- ☐ Student Rights
- ☐ General Management Issues

Signature: _____
Assistant Superintendent, Education Services

III. Business Services

- ☐ Fiscal and Attendance Accounting
- ☐ Liability and Legal Issues
- ☐ Custodial and Maintenance
- ☐ Food Service
- ☐ Transportation

Signature: _____
Assistant Superintendent, Business Services

CALIFORNIA STATE BOARD OF EDUCATION

721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720



December 24, 1993

JAN 11 1994

To: District Superintendents
County Superintendents of Education
Deans of Education, University of California campuses
Deans of Education, California State University campuses
Presidents of the Community Colleges


From: Joseph H. Stein, Jr.,
President

Subject: Senate Bill 1448, Charter Schools Act of 1992

In January 1993, I provided you with a number of documents including a summary of Senate Bill 1448, a discussion of the historical context of charter schools, and a collection of questions and answers about charter schools. This was done to fulfill the State Board of Education's mandate under Education Code Section 47615 to distribute information on the charter school process.

Presently, the State Board has assigned numbers to 44 charter schools which have been previously approved by local school district governing boards. Over the course of the last year, charter petition developers have raised many additional questions as they have wrestled with issues that surfaced during the developmental stage and the local approval process. At the same time, we have refined our own thinking on the very complex and sensitive issues raised, but not addressed, by the Charter Schools Act.

At the direction of the State Board of Education, I am pleased to provide you with an updated collection of questions and answers about charter schools. This revised document adds commonly asked questions that were not in the original document which seem particularly useful to answer. In addition, many of the answers in the original document have been revised to provide more detailed and precise responses to the questions, especially in the areas of funding and accountability.

Please remember that any guidelines which may be contained in these documents are exemplary only and compliance with them is not mandatory. However, all statutory law cited is binding and must be adhered to. For more information on Senate Bill 1448, please contact the Regional Programs and Special Projects Division in the California Department of Education at (916)657-2516.

enclosure

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CALIFORNIA STATE BOARD OF EDUCATION CHARTER SCHOOLS QUESTIONS UPDATE

OVERVIEW QUESTIONS

What is a "charter school"?

A charter school is a public school covering grades kindergarten through 12th grade which is organized by a group of teachers, community members, parents, or others and sponsored by an existing local public school board or a county board of education. The specific goals and operating procedures for the charter school are spelled out in the agreement between the board and the organizers, but the school is freed from most State statutes and regulations.

What is the purpose of a "charter school"?

The purpose of these schools is to improve student learning; encourage the use of different and innovative teaching methods; create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; provide parents and students with expanded educational opportunities within the public school system without the constraints of traditional bureaucratic rules and structure; and provide schools a way to shift from a rule-based to a performance-based system of accountability. In essence, charter schools allow for increased flexibility in exchange for increased accountability.

QUESTIONS ABOUT THE PROCESS

Who is eligible to write a charter?

Anyone may write a charter. However, charter developers must obtain the signatures of at least 50% of the teachers at a school or 10% of the teachers in the school district to which they submit the charter.

What is the timeline for developing and approving a charter?

Charter petitioners can begin to develop their charter at any time. The law specifies that a local governing board has 30 days after receipt of the petition to hold a public hearing. The board also has 60 days to approve or deny the charter. This period can be extended by another 30 days upon mutual agreement of the board and the petitioners.

What are the restrictions on the establishment of a charter school?

There are a few restrictions regarding the establishment of charter schools. An existing private school may not be converted to become a charter school. A charter school must be nondenominational. It may not discriminate nor can it charge tuition. In addition, it must describe a means for achieving a racial and ethnic balance among its pupils that is reflective

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of the general population residing in the district. No pupil can be required to attend a charter school, nor can teachers be required to teach there.

What is the requirement for signatures if the charter creates a new charter school that is not part of an existing school?

The charter petition must be signed by either ten percent of the teachers in the district, or 50% of the teachers at any school in the district. In the situation where there is a specialized program within a school that is being converted to a charter school, the petition requires 50% of the teachers at any school in the district. In the case of a creation of a new school, signatures may be obtained from 50% of the teachers in any school. The signatures need not be those of the teachers who will teach there. In fact there is no connection between signatures on a charter and future employment in the charter school. A teacher who signs a charter school petition is not agreeing to work there, nor conversely, is the charter school making a commitment to employ teachers who sign the petition. Signature on a charter petition indicates that the signer supports the creation of the charter school in the district.

The bill talks about a "petition" and a "charter." What is the relationship between these two?

As used in SB 1448, the petition contains both the signatures of the requisite number of teachers and the charter, which includes descriptions of the fourteen points specified in the bill.

What provisions are there for individuals who are not teachers to enter a school campus for purposes of obtaining the signatures of teachers for a charter school petition?

Any individual who is not a student, parent, school employee or other public employee must register with the principal of the school campus in order to remain on school grounds. An individual must, upon request, furnish specified information including the purpose for entering the school grounds. An individual may be refused registration only if the principal has a reasonable basis for concluding that the individual's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

Can the governing board amend the charter prior to adoption?

The charter may be amended if the petitioner(s) agrees. However, if the charter has been amended substantively, the petitioner must re-obtain signatures from the requisite number of teachers.

What should a local governing board consider in deciding whether to approve a charter?

SB 1448 specifies that the local governing board must:

- * Consider teacher and community support; and
- * Grant preference to charters that demonstrate the ability to provide "comprehensive learning experiences" to students identified as low achieving.

In addition, the board may consider any other issues it deems appropriate; there are no restrictions. (Please refer to the April 21, 1993 Program Advisory from the California Department of Education for a more complete discussion of issues that a board may wish to consider in reviewing a charter petition.)

Can a district with less than ten schools convert all of its schools to charter schools without the approval of the SSPI and SBE?

No. Any district wishing to convert all of its schools to charter schools must submit a district-wide charter petition. This includes one-school districts seeking to convert to a charter school.

Can a district with more than ten schools become a charter district?

SB 1448 specifies that there may not be more than ten schools in a single district. However, SB 1448 does not define "school"; thus it may be possible for a "school," for the purposes of this bill, to have several sites.

What procedure would a district follow to become a charter school district?

The district would present its proposed charter, which must contain all of the components specified in SB 1448, with the required signatures, to the State Board of Education for assignment of a number or numbers, and to the State Superintendent of Public Instruction and the State Board of Education for approval. Upon approval, these two agencies become the charter granting agency for the purposes of the district-wide charter.

How should we go about requesting a number from the State Board?

In order to request a number from the State Board of Education, charter petitioners should send the following:

- A complete charter petition. The charter must substantially respond to all required elements and contain the required language regarding nondiscrimination and other required statements of assurances.
- Evidence that the required public hearing was held. This will normally be a copy of the public hearing notice.
- Evidence of local governing board approval. This will normally be a copy of the resolution passed by the board granting the charter, certified by the board president or secretary.
- A copy of the pages of the petition that contain the signatures of teachers. Include a description of how the attached signatures meet the signature requirement specified in SB 1448 (e.g. If the 10% criteria is being used, the number of teachers employed by the district, the number that signed the petition, and the percentage that represents. If the 50% criteria is used, the name of the school the teachers are employed at, the total

number of teachers employed at that school, the number of teachers at that school that signed the petition, and the percentage that represents. There should also be a statement, signed by an appropriate district official, that certifies that the teachers that signed the petition are employed by the district, and in the case of 50% from a specific school, that they are employed at that school.)

The State Board cannot assign numbers to charter petitions which are not complete. Completed charter petitions should be sent to:

California Department of Education
Regional Programs and Special Projects Division
721 Capitol Mall, Room 556
Sacramento, CA 95814

Are charter schools in a charter school district counted as among the 100?

Yes.

For how long may the charter be granted? Is it renewable?

The charter may be granted for no more than five years. Charter school charters can be renewed for an unspecified number of additional five-year periods, but the law is silent on whether district-wide charter petitions are renewable.

If a local board does not grant a charter, and a county board does, does the county board become responsible for continuing oversight of the charter school?

Yes. If the county board approves the charter, it is the granting agency. The bill specifies that it is the charter granting agency which has the power, at any time, to revoke the charter. The power to revoke clearly implies a responsibility for oversight; however, the terms and conditions of this oversight are left to local discretion to spell out.

Can a county-run school become a charter school?

Yes. A county office is considered a school district. Thus teachers employed in a county office school could sign a petition to convert a county-run school to a charter school. SB 1448 does not authorize the Department to make separate revenue limit apportionments to county office of education charter schools. A parent county office may, however, include revenue limit credit generated by its charter school with its other county office programs when determining its total revenue limit under non-charter school provisions of law. The county office would then allocate funds to its charter school on a proportional basis. Because revenue limit funding for county office charter schools cannot be apportioned through the charter schools statute, revenue limit funding credit generated by those charter schools (e.g. average daily attendance, allowances for opportunity classes, and unemployment insurance) must meet all the requirements of law for apportionability. County office of education charter schools are, however, exempt from all state laws governing their operations beyond those bearing on eligibility for apportionments.

Can adult education programs or ROC/PS become charter schools?

Yes. However, Education Code Section 47612(a) (3) does not authorize the Department to make separate apportionments to charter schools for categorical programs that are not referenced in that section, such as for Adult Education and Regional Occupational Center/Programs. A charter school's parent district or county office may, however, when determining its funding entitlements under such programs, include entitlement credits generated by the operations of its charter schools for these programs. The parent district or county office would then allocate to each of its charter schools that school's proportionate share of the funds received for these programs. These charter schools would be exempt from all state laws governing their operations beyond those bearing on eligibility for apportionments.

If a charter is revoked or a charter school closes, what happens to its 'number'?

If a charter closes for any reason, the number reverts to the State, which will assign it to the next applicant on the waiting list.

WHAT MIGHT A CHARTER SCHOOL LOOK LIKE?

What constitutes a school ?

SB 1448 does not define school. A charter school might be an existing school, a school-within-a-school involving only some grades or some classrooms, or it might involve classrooms at a number of sites. There are a vast number of possibilities.

If a district-wide charter petition is submitted and approved, how does the district provide alternative enrollment options for parents who do not wish to attend a charter school?

The law is clear that no student can be required to attend a charter school. A district-wide charter petition would have to spell out alternative attendance options for students either within the district or in another district.

Can a charter school have admission requirements?

Yes. But these may not operate in a way which is discriminatory. Many private schools and some magnet schools operate with admission requirements which are not considered to be discriminatory.

What is the residency requirement for a charter school?

A student must be a resident of the State of California. A charter school may not restrict its enrollment on the basis of the residency of pupils' parents. An exception is that if an existing school converts to become a charter school, consideration must be given to students who live in the attendance area of the existing school.

Does a charter school have to teach the core curriculum?

Rather than requiring a curriculum, the law requires accountability for student learning across all major subject areas. Specifically, a charter school must meet the statewide performance standards and conduct the pupil assessments required under Ed. Code Section 60602.5. These sections refer to the new statewide assessment program (which is currently under development).

Can a charter school serve grade levels not now served by the school district in which it has a charter?

The Legislative Counsel of California has opined that charter schools may not serve grade levels outside of those currently offered by the school district, for two reasons: (1) elementary, high school, and unified districts are statutorily required to offer instruction in specified grade levels and it would be inconsistent with these provisions if a school governing board attempted to grant to a charter school authority the district itself does not have; and (2) SB 1448 specifies that charter schools are to receive funding based on the district revenue limit. District revenue limits reflect differences in funding that are linked to the type of school district (i.e. elementary, unified or high school) in which a charter school is established, therefore it is reasonable to conclude that it was legislative intent to limit the scope of charter school grade levels to those of the originating district.

Are there any restrictions on taking expulsions from the district in which the charter school exists?

Yes, unless language is included in the charter that states for the purposes of accepting expelled students the charter school is not considered part of the district. Without language to this effect, it would not be possible to accept these students since they are expelled from the district (not from a school), and the charter school is still considered part of the district.

Is there an upper age limit on the students who can be served that do not have a high school diploma?

No, not as long as they are enrolled in a K-12 instructional program rather than an adult education program and do not have a diploma.

GOVERNANCE ISSUES

Does a charter school have a school board? Could it be governed by an existing school board? Could it be a nonprofit organization?

SB 1448 only requires that the charter specify what the governance structure is. Charter schools could be organized as nonprofit corporations, which are required to have a board of directors; they could be corporations; or they could be operated by a professional association of teachers. Other structures and ways of organizing are also possible.

Are charter schools part of the school district?

Yes. However, SB 1448 specifies that charter schools "shall be deemed to be under the exclusive control of the offices of the public schools". Such offices are local governing board members, county governing board members, County Superintendents, the State Superintendent, and the State Board of Education. When a charter petition is granted by one or more of these agencies, the school may no longer be subject to the daily operational supervision of the agencies; nevertheless, the charter granting agency retains the power to revoke the charter at any time for specified reasons. This power implies a responsibility by the charter granting agency to oversee and monitor the charter in at least those areas specified as grounds for revocation.

Could the charter specify an ongoing relationship with the school district, including contracting with the district for some services.

Yes. A charter school operates outside of the existing district structure except to the extent that the charter petition includes that structure. A charter school might opt to contract with the district for insurance, maintenance, payroll services, etc. A charter school might also opt to contract with other agencies.

FUNDING

What funding will a charter school receive?

A basic concept to keep in mind regarding funding issues is that SB 1448 is intended to be revenue neutral both to the state and to individual schools. This makes it clear that a district or county operating a charter school will continue to receive funding for which it is eligible to the extent that the district or county was receiving funds before establishing the charter school. SB 1448 specifies that charter schools will receive, for each unit of regular average daily attendance, an amount equal to the current fiscal year base revenue limit for the school district to which the charter petition is submitted. In addition, the charter school will receive State and Federal funds for special education services and for other categorical program services to the extent to which any pupil in the charter school is eligible to participate. Please refer to the CDE Management Advisory: 93-10 for a more detailed discussion of funding issues.

What categorical programs are included?

SB 1448 specifies that charter schools will receive funding to which they are entitled under all of the programs included as a part of the supplemental grant calculation and most of the programs that are part of the consolidated application process. These programs have been grouped into two categories; (1) formula-based categorical programs, and (2) discretionary, application-based, non-formula programs. Please refer to the CDE Management Advisory: 93-10 for a more detailed discussion of the funding formulas and schedules.

Formula-based categoricals include:

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Child Nutrition
Economic Impact Aid
ESEA, Chapter 1
ESEA, Chapter 2
GATE
Home-to-School Transportation
Instructional Materials
Mentor Teachers
Miller-Unruh Reading
Opportunity Classes and Programs
SB 1882, School Development Plan
School Improvement Program
Tenth Grade Counseling

Discretionary, application-based, non-formula programs include:

Agricultural Vocational Education
Beginning Teacher Support and Assessment
Bilingual Education
Child Development Programs
Demonstration Programs in Reading and Math
Educational Technology
Environmental Education
Foster Youth Services
Intergenerational Education
Native American Indian Education
Partnership Academies
Pupil Dropout Prevention
Reader Services for the Blind
School-based Coordinated Program
School Law Enforcement
Small School District Bus Grants
Specialized Secondary Schools
Staff Development Centers and Programs
Vocational Pupil Organizations

What about programs which are included on this list but which are not apportioned on a per pupil basis?

There are a number of programs such as transportation and EIA, for example, to which the charter schools are clearly entitled but which are not apportioned on a per pupil basis. Please refer to the CDE Management Advisory: 93-10 for a more detailed discussion of how funding for these programs will be calculated. There will also be other programs, and/or sources of funding which the advisory and SB 1448 do not specifically address. Charter petitioners and school districts should work to arrive at a mutually understood solution for the allocation of these funds and spell this out in the charter.

What about funding sources not listed in the above list? Would an existing school which was receiving funding for SB 1274 restructuring or Healthy Start continue to receive that funding?

Yes, schools would continue to receive funding for these programs. However, charter schools must continue to abide by the proposals they submitted which were the basis for awarding the grants. The grant in essence becomes a contract which is expected to be fulfilled (i.e. if the school agreed to participate in a statewide evaluation as a condition of receiving a grant, the conversion to a charter school does not negate the obligation to take part in the evaluation).

Is a charter school eligible to receive either court-ordered or voluntary desegregation funding and if so, what are the restrictions on the use of such funding?

Yes, a district may allocate either type of desegregation funding to its charter schools as long as the charter school agrees to participate in the district's desegregation plan. Districts and charter school developers are strongly encouraged to address this issue in the charter. In the case of court-ordered desegregation funding, a charter school would be bound to use the funds in the same manner as is currently required under the court order. The rationale for this is that because a district is under a court order to operate a desegregation program, this means there has been a finding that the district has violated a state or federal constitutional provision. Charter schools are not exempt from the requirements of federal law, the State Constitution, or case law.

In the case of a district that allocates voluntary desegregation funding to a charter school, the conclusion is similar though the rationale is somewhat different. First, reimbursement is conditioned on following an approved plan to desegregate and subject to audit exception if you do not implement the approved plan. Second, it should be noted that districts which receive voluntary desegregation funds do so because of their own admission that their schools are segregated and thus violate constitutional guarantees. Failure to appropriately spend these funds on desegregation would open the district to a lawsuit and potentially to a court-ordered desegregation finding. Therefore, it is strongly recommended that charter schools receiving voluntary desegregation funds adhere to all current requirements regarding the expenditure of such funds.

What if the charter school enrolls students from outside the district? Are these students served at the revenue limit of the student's home district or the receiving district?

The attendance area for a charter school is the entire state. This means that students from outside the district are served at the revenue limit of the charter granting district, not their home district. It also means that students wishing to attend a charter school do not have to request an interdistrict transfer.

Is the charter school a separate fiscal entity?

A charter school creates a new kind of entity, one which behaves in some ways like a school (it reports to the school board) and in other ways like a separate school district (it is not subject to district policies except to the extent that such policies are embodied in the charter).

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The Department of Education will not consider the charter school to be a separate fiscal agent and will continue to make apportionments to districts without regard to the existence of charter schools. However, the Department will determine the amounts of funding for which each charter school is entitled, and districts will be required to allocate these amounts to the charter schools from district funds. A district may not withhold an amount from an apportionment to a charter school for any reason, except by mutual agreement between the charter school and the district. For purposes of managing, budgeting and accounting for the funds apportioned by the Department, a charter school may be considered a separate entity if such authority has been granted in its charter, as long as the charter school uses generally accepted governmental accounting principles. However, since districts will be expected to include charter school financial information in the various federal and state fiscal reports required of them, charter granting agencies should address how, and in what form the charter school will provide financial information to the district to enable it to meet its responsibilities.

What flexibility does the California Department of Education have in its administration of fiscal and apportionment matters (i.e. Can a charter school have a different Principal Apportionment date?)

SB 1448 did not contemplate providing the Department with the same kind of flexibility that it grants to charter schools. Consequently, the Department is still bound by statute, and in some cases by practical considerations, in the way it apportions funds and in other fiscal matters. Therefore, charter schools may not have different apportionment dates than other districts in the state, nor may they receive apportionments directly from the Department.

What about ADA? The bill specifies that the Department shall make apportionments on the basis of average daily attendance (ADA). Does this mean that schools must certify ADA in all the usual ways (i.e. attendance accounting, instructional time, etc.)?

No. "Regular average daily attendance" for purposes of charter schools refers to the attendance of pupils while engaged in educational activities required of them by their charter schools, on days when school is actually taught in their schools. It will be computed by dividing a charter school's total number of pupil-days of attendance, during any specified period of time, by the number of calendar days on which school was actually taught in the school during the same period. "Regular average daily attendance" does not include "excused absences" as defined in Education Code Section 46010. No pupil may generate more than one day of attendance in a calendar day in which the school is in session. There is no requirement to meet longer day/year requirements. Nor is there a minimum number of days of instruction except that stated in Article IX, Section 5 of the State Constitution which requires schools to be open at least six months each year. However, funding will be reduced proportionately if school is actually taught on fewer than 175 calendar days during the year. This means that districts must continue to report ADA on the state required forms for their charter schools, but the requirements for instructional time and for pupils to be under the immediate or general supervision of a credentialed employee no longer exist for charter schools. For further information on revenue limit apportionments refer to the CDE Management Advisory: 93-10.

How will schools chartered by a county office through the appeals process be funded?

Schools that are granted a charter by the county office through the appeals process will be funded at the revenue limit of the district in which they are located. This is in contrast with currently operating county-run schools which are granted charters. As stated previously, county-run schools will continue to receive funding as they currently do under applicable statutes that govern the funding of these schools.

What about audits? Must charter schools meet existing audit standards?

SB 1448 specifies that the charter petition must describe "the manner in which an annual audit of the financial and programmatic operations of the school is to be conducted." Charter schools may choose to have an audit conducted as part of the district or they may choose to have an audit conducted separately from that of the district. If the audit is conducted separate from the district, it should be conducted by an independent auditor in accordance with *Generally Accepted Auditing Standards* issued by the American Institute of Certified Public Accountants, and if federal programs are included, in accordance with *Government Auditing Standards* issued by the United States General Accounting Office. If the charter school chooses to be audited as part of the district, the charter petition should address the implementation of accounting systems that will enable the school to be audited in accordance with *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, issued by the State Controller's Office.

What about AB 1200? Do county offices of education have separate fiscal oversight responsibility for charter schools?

No. The provisions of AB 1200 make it very clear that county offices of education have the responsibility to oversee, and ensure that school districts within their jurisdiction remain financially solvent. A charter school and its parent district may, by mutual agreement, assign specified fiscal responsibilities to the charter school. However, even in the presence of such an agreement, districts should consider that they may be held responsible by a court of law for unfunded liabilities incurred by the charter school. For this reason, any analysis of the district's fiscal solvency conducted by the county office of education must include financial information from the district's charter schools. Therefore, charter granting agencies and charter developers should address the type of financial and budgetary information that will be provided to the district. This will ensure not only that the district will have all the financial information necessary to review its own financial position, but that the county office of education will also have sufficient financial information to complete the various district financial reviews required by AB 1200. While variations from existing accounting systems may be appropriate to reflect charter school designs which represent a significant departure from current practice, they must conform to generally accepted accounting principles and should be of a nature that allows the charter school's records to be consolidated with those of the district.

What about facilities? If a school building is to be used by a charter school, who owns the building?

Since the charter school is still part of the district, a facility owned by the district still belongs to the district. The charter needs to spell out who is responsible for maintenance and insurance on the facility, as well as any other financial arrangements regarding facilities which may arise.

LIABILITY AND LEGAL ISSUES

Are charter schools subject to the Brown Act?

SB 1448 states that charter schools are not subject to the laws governing school districts, with one specified exception relative to participation in the State Teacher's Retirement System. However, there is another set of laws which govern all public agencies. These laws include, for example, the Brown Act (which requires that public agencies conduct public meetings) and others. An argument can be made that charter schools are also exempt from the laws that apply to public entities generally. However, we believe the intention of SB 1448 was not to exempt charter schools from all laws governing public entities, but only those that are unique to school districts (i.e. those laws which potentially stifle the creativity and flexibility needed by schools to create rich learning opportunities for students). Therefore, we believe schools are subject to the laws that govern public agencies generally.

What flexibility is available to charter schools?

Charter schools are exempted from State laws governing school districts (see section 47610). Federal laws, regulations and requirements still apply. Charter schools are not exempt from the provisions of the Constitution of the State of California. Finally, there is no exemption from laws that apply specifically to individuals.

Are charter schools exempt from Federal regulations and requirements?

No, to the extent a charter school receives federal funds, it must meet the federal requirements associated with that funding. To receive categorical funding, districts operating charter schools will be required to submit a Consolidated Application for Funding (formerly SDE100) that includes the charter school.

What does this mean about Coordinated Compliance Reviews (CCRS)? Will Charter Schools go through CCR?

CCRs are a part of the process used by the California Department of Education to meet its statutory responsibility to certify to the Federal government that California schools which receive Federal categorical funds are in compliance with Federal statutes. As stated above, charter schools which receive categorical funds will continue to be required to comply with Federal statute. The Department will continue to do Coordinated Compliance Reviews of districts, including those operating charter schools, on a three-year schedule, and it will continue to conduct site-level reviews of a random sample of schools in the district. In the

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event that a charter school is selected for review, the Department would have the option of conducting a review or developing an alternative process by which it could certify that the charter school was in compliance.

Must charter schools develop a School Accountability Report Card?

Yes. However, the specific content and format of such a report card, as specified in statute and district policies, does not apply to charter schools. Thus they are free to develop a Report Card which reflects local accountability and communication needs.

What health and safety requirements must the buildings that house charter schools' students meet?

SB 1448 only specifies that the charter must describe how the charter school will provide for the health and safety of students.

Does a charter school need to be accredited?

There is no requirement that a charter school be accredited. But if a school and its community determined that this was an important issue, a charter school could apply for accreditation from WASC.

NOTICE

Any guidelines which may be contained in these documents are exemplary only and compliance with them is not mandatory. However, all statutory law cited is binding and must be adhered to.

SCOPE OF WORK FOR WEST RIVERSIDE ELEMENTARY SCHOOL MODERNIZATION
\$231,982

The Multi-Use Building "E" and Classroom Building "J" qualified for modernization. New urethane roofs were installed over both buildings and covered walk ways. New roof top curbs and HVAC units were installed over Building "J".

New-in-wall tables were installed in the Multi-Use Room. The walls and ceiling were painted and new lighting installed. The stage was painted and the floor was refinished. A handicap lift was added making the stage accessible to the disabled. The kitchen walls and ceiling were repainted. The flooring was replaced with a covered sheet vinyl as required by the Health Department. All exterior doors had fly fans installed as required by the Health Department. The storage rooms were all painted and sheet vinyl was installed in the dry storage room. All exterior doors were replaced with hollow metal doors, and new hardware as required for handicap accessibility. A new 4' wide door was added, closing in the vestibule for the toilet room and storage room.

The classrooms had windows filled in and ceilings lowered. New lighting was added along with new carpeting, wall vinyl and refinishing of existing cabinetry. All counter tops were replaced with new, and coat hooks added. Existing curtains were removed and replaced with mini-blinds in each classroom. The signage was added to come in compliance with the A.D.A. requirements.

The exterior of the buildings was painted and a new handicap accessible drinking fountain with required wing walls added. Another door was added for the Head Start Classroom, paid for out of Head Start funding.

SCOPE OF WORK FOR MISSION BELL ELEMENTARY SCHOOL MODERNIZATION
\$738,700

The Administration Building, Multi-Use Building, Kindergarten Building, Toilet Building and (3) Classroom Buildings qualified for modernization. All but (2) buildings were re-roofed, with new roof curbs and HVAC units added for all buildings. A new fire alarm system was installed for the entire campus.

The Administration Building received new carpeting and vinyl floor coverings, wall vinyl, limited amount of new cabinetry and refinishing of existing cabinetry. Some lighting was replaced and mini-blinds were added. The children's toilet rooms and unisex faculty toilet room were made handicap accessible, with the required toilets, grab bars, modified sink and trim, along with new toilet partitions in the children's toilet rooms.

The classrooms received new carpeting and sheet vinyl flooring, refinishing of existing cabinetry and counter tops, and new wall vinyl on the walls. New marker boards were installed along with additional outlets, including a dedicated computer circuit in each classroom. New pendent lights were added and mini-blinds over all the windows.

SCOPE OF WORK FOR RUBIDOUX HIGH SCHOOL MODERNIZATION
TOTAL STATE ALLOWABLE IS \$2,924,873.00

The Project was bid once. The scope of work was too ambitious to be funded by the State Allowable. The District chose to reduce the scope of work and re-bid the project with a Construction Manager. The Construction Manager made several recommendations on items to cut to come within the State Allowable. The District cut all the remodel work to the Administration Building except for toilet room modifications required by A.D.A. The plans were revised, broken into 24 bid packages, and bid to get the maximum project for the dollars available.

The School is getting a new communication system and new fire alarm system through out the campus. Additional handicap and van parking stalls are being added to comply with A.D.A. requirements. The Buildings being modernized are Buildings A, B, C, DB, DG, G, H, K, L, M, S and T.

All exterior doors are replaced with hollow metal per District requirement, with handicap accessible hardware. All exterior doors get new signage conforming to A.D.A. requirement. Most buildings get new urethane roofs, except those that have recently been reroofed.

BUILDING "A" (ADMINISTRATION BUILDING) - This building will have the faculty toilet rooms modified to comply with handicap requirements. The floors get new carpeting and the walls get painted.

BUILDINGS "B", "C" AND "H" (CLASSROOM BUILDINGS) - The classrooms get lowered ceilings with batt insulation over the new suspended ceilings. The walls get painted and the existing cabinetry get refinished. Classrooms get new counter top and some limited new cabinetry. The classrooms get new lighting and air conditioning. Depending on the room, new floor coverings of carpet or sheet vinyl will be installed. Existing marker boards and tack boards remain in place.

BUILDING "DB" AND "D" (BOYS AND GIRLS DRESSING ROOMS) - The locker rooms and dressing rooms get painted. Rooms get added ventilation, including air conditioning to the Coaches Rooms. The student toilet rooms will be modified for handicap accessibility and new toilet partitions installed. The Girls have a new Team Room added, including new lockers and center bench to match the Boy's Team Room.

BUILDING "G" (GYMNASIUM) - The ceiling and walls gets painted. Louvers and fans are added to add ventilation to the Gymnasium. The floor gets replaced and bleachers reinstalled. The Stage gets a new plywood floor, new stage curtains, and everything gets painted.

BUILDING "K" (KITCHEN/CAFETERIA) - The V.A. Tile floor is replaced with vinyl tile. The walls and ceilings get repainted. Fly fans are added over all doors per health department requirements.

BUILDING "L" (LIBRARY) - The existing lighting is replaced with new. The building gets new HVAC units and exposed duct work in the Library. The shelving is replaced with new. The ceiling and structure get painted. The floor gets new carpet. The work rooms get painted. The existing Mechanical Room is changed into additional book storage area.

BUILDING "M" (MUSIC BUILDING) - The walls and ceilings get painted. New pendant lights are added. New vinyl tile flooring added in Choral Room, and carpeting in the Band Room.

BUILDING "S" (SHOP AND WEIGHT LIFTING) - The auto shop gets painted. New space heaters are added. The weight lifting room gets additional ventilation and a special floor matting added.

BUILDING "T" (TOILET BUILDING/FACULTY LOUNGE) - The toilet rooms are modified per A.D.A. requirements, adding handicap toilet, urinals and lavs. New metal toilet partitions are to be installed. The walls and ceilings get painted.

SCOPE OF WORK FOR VAN BUREN MODERNIZATION

\$769,075.00 Allowable

\$769,503.00 Bid Price

The entire campus is being modernized except for the Multi-Use Building. New urethane roofs will be installed over all the buildings except the Kindergarten Building, Building "C", because it was reroofed last summer.

The toilet rooms are all being modified for handicapped accessibility and solid phenolic toilet partitions added. The ceramic tile work is limited to patching existing, as required.

The classrooms have new suspended ceilings added, overlaid with batt insulation. New lighting, and extension of existing duct work is being added. Each classroom will receive new carpeting, new counter tops, new marker boards and teaching wall, computer carrels and conduit for computer networking. The existing cabinetry will be refinished. Existing curtains will be replaced with mini-blinds in each classroom. The signage was added to conform with the Americans with Disabilities Act requirements.

The exterior of the buildings will be painted and new handicapped accessible drinking fountains and required wing walls added. All exterior doors will be replaced with hollow metal doors, as required by the District.

Because of insufficient funding, the work included in deductive alternates "A", "C", and "E", including new air conditioning units and ceramic tile in restrooms, will not be completed.

Alternate "A" deleted the new ceramic tile on the walls and floors in each of the student toilet rooms. The deductive alternate was for \$33,000.00.

Alternate "C" deleted all the new roof top air conditioning units (16 total) and the platforms. This deductive alternate was for \$106,397.00.

Alternate "E" changed the floor carpeting from Faculty IV by Lees Carpeting to Vibrance by Dimension Carpeting for a savings of \$6,900.00.

Jurupa Unified School District

Personnel Report #21

June 6, 1994

CERTIFICATED PERSONNEL

From Intern to Regular Assignment

Teacher	Ms. Rachelle Hampton 3680 Monroe #406 Riverside, CA 92504	Effective August 29, 1994 Single Subject-Math Credential
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Regular Assignment

Teacher	Ms. Jessie Alaniz 13588 Golden Eagle Ct. Moreno Valley, CA 92553	Effective August 29, 1994 Multiple Subject w/Bilingual Emphasis Credential
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Teacher	Mr. William Austin 114 No. Saint Crispen Ave. Brea, CA 92621-4030	Effective August 29, 1994 Multiple Subject Credential
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Teacher	Mr. Carlos Gallegos 22749 Chambray Drive Moreno Valley, CA 92557	Effective August 29, 1994 Multiple Subject and Single Subject-Spanish Credentials
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Teacher	Ms. Linda Sanchez 18760 Ravenwood Drive Perris, CA 92570	Effective August 29, 1994 Multiple Subject and Single Subject-Science Credential
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Teacher	Ms. Suzanne Wong RR1, Box 677 Belgrade Lakes, ME 04917	Effective August 29, 1994 Multiple Subject Credential
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Extra Compensation Assignment

Adult Education; 1993-94 school year; to serve as a substitute; appropriate hourly rate of pay.

Joe Call

Adult Education/ESL Program; to develop curriculum and course outlines; April 7, 1994 through June 30, 1994; not to exceed six (6) hours per week; appropriate hourly rate of pay.

Eugene Mitchell

Bilingual Education; to attend kindergarten teacher assessment meeting; May 16, 1994; not to exceed one (1) hour each; appropriate hourly rate of pay.

Monette Stewart
Lourdes Ruelas

Luis Hernandez
Gloria Cabrera

Victoria Mendoza
Deanna Long

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Personnel Report #21

CERTIFICATED PERSONNEL (Continued)

Extra Compensation Assignment Continued)

Instructional Services; 1993-94 school year; Elementary Instrumental Music; appropriate annual rate of pay.

Cliff Keating

Bill Snyder

Mike Wasinger

Instructional Services; to attend teacher support and assessment program training; June 21-22, 1994; not to exceed 16 hours total; appropriate hourly rate of pay.

Cynthia Johnson

Instructional Services; to work with the helping hand program; January 1, 1994 through June 30, 1994; not to exceed 210 hours total; appropriate hourly rate of pay.

Tom Morrison

Paula Nicolini

Christine Rizzo

Camino Real Elementary; 1993-94 school year; after school sports and recreation program.

Paula Cannon \$240.70

Paula Goldberg \$913.90

Carol Schiefer \$240.70

Glen Avon Elementary; 193-94 school year; to coordinate the EISS Program; not to exceed 12.5 hours total; appropriate hourly rate of pay.

Nina Gonzales

Glen Avon Elementary; 1993-94 school year; after school sports and recreation program.

Denise Highfill \$100

Glen Avon Elementary; 1993-94 school year; after school sports and recreation program.

Denise Highfill \$250

Joyce Davis \$250

Granite Hill Elementary; 1993-94 school year; elementary group leader; appropriate annual rate of pay.

Tammy Concannon

Deana Morse

Granite Hill Elementary; 1993-94 school year; combination class; appropriate annual rate of pay.

April Jacobson
Ken Martinez

Veronica Capata
Gayle Moffitt

Frances Fukute

Ina Arbuckle Elementary; 1993-94 school year; elementary group leader; appropriate annual rate of pay.

Gloria Cabrera

Anne Cox

CERTIFICATED PERSONNEL (Continued)

Extra Compensation Assignment (Continued)

Ina Arbuckle Elementary; 1993-94 school year; combination class; appropriate annual rate of pay.

Imelda Lopez

Doris Slaten

Jana Dexter

Ina Arbuckle Elementary; 1993-94 school year; after school sports and recreation program.

Nancy Liverman	\$180
Duan Kellum	\$720
Anne Cox	\$480
Matthew Nagle	\$240
Carol Starks	\$480
Patricia Cruz	\$480
Deanna Long	\$480

Indian Hills Elementary; 1993-94 school year; elementary group leader; appropriate annual rate of pay.

Elizabeth Siebers

Rainbow Meyers

RaeAnn Buh

Indian Hills Elementary; 1993-94 school year; combination class; appropriate annual rate of pay.

Daniel Olguin

Indian Hills Elementary; peak-load duties; May 6, 1994 through June 17, 1994; not to exceed 40 hours total; appropriate hourly rate of pay.

Cynthia Johnson

Indian Hills Elementary; 1993-94 school year; after school sports and recreation program.

Cynthia Johnson	\$197.60
Jamie Aballi	\$864.50
RaeAnn Buh	\$617.50
John Hill	\$494.00

Indian Hills Elementary; provide release time for teachers to prepare inservice presentations; May 9-27, 1994; not to exceed four (4) hours each; appropriate hourly rate of pay.

Rae Ann Buh

Carol Mattera

Mission Bell Elementary; 1993-94 school year; combination class; appropriate annual rate of pay.

Maggie Manning

Artie Wright

Personnel Report #21

CERTIFICATED PERSONNEL (Continued)

Extra Compensation Assignment (Continued)

Mission Bell Elementary; 1993-94 school year; elementary group leader; appropriate annual rate of pay.

Judith Pronovost Amy Weidman

Pacific Avenue Elementary; 1993-94 school year; after school sports and recreation program.

Trenae Vega \$98.80

Pedley Elementary; 1993-94 school year; combination class; appropriate annual rate of pay.

Ardee Kleinman Lisa Swica Brian Thurman

Pedley Elementary; 1993-94 school year; elementary group leader; appropriate annual rate of pay.

Mary Ann Ekbring JoAnn Greeley

Pedley Elementary; to assess needs of at risk students; May 16, 1994 through May 20, 1994; not to exceed 24 hours total; appropriate hourly rate of pay.

Nora Newman

Pedley Elementary; 1993-94 school year; after school sports and recreation program; appropriate hourly rate of pay.

Barbara Adcock	Rhonda Batterton	JoAnn Greeley
Betty Hall	Dani Hart	Lisa Swica
Sylvia Stevens	Daniel Brennan	Brian Thurman
Patricia Brennan		

Rustic Lane Elementary; 1993-94 school year; after school sports and recreation program.

Carol Smith	\$300
Melody Mills	\$480
Jennifer Lara	\$300
Lois Quattlebaum	\$300
Carole Zuloaga	\$300
Esther Askew	\$300
Keri Lamar	\$300

Sunnyslope Elementary; attend bilingual committee meetings; September 1, 1993 through June 29, 1994; not to exceed six (6) hours total; appropriate hourly rate of pay.

Sandi Amatriain

CERTIFICATED PERSONNEL (Continued)

Extra Compensation Assignment (Continued)

Sunnyslope Elementary; 1993-94 school year; after school sports and recreation program.

Harriet Huling	\$200
Anne Gibson	\$200
Eduardo Cesena	\$100
June Kirchner	\$200
Glenn DeHart	\$300
Carolyn Sherman	\$200
Glen DeHart	\$600
Sherry Bockman	\$700

Sunnyslope Elementary; 1993-94 school year; combination class; appropriate annual rate of pay.

Lori Brown	Sharon Smith	Carolyn Sherman
Glenn DeHart		

Sunnyslope Elementary; 1993-94 school year; elementary group leader; appropriate annual rate of pay.

Sue Tsuyuki (prorated)	Ann Gibson (prorated)	Barbara Martin
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Troth Street Elementary; to translate flyers, letters and booklets into spanish; February 10, 1994 through March 20, 1994; not to exceed 3 3/4 hours total; appropriate hourly rate of pay.

Debra Depew

Van Buren Elementary; 1993-94 school year; combination class; appropriate annual rate of pay.

Karen Laskey	Ron Morris
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Van Buren Elementary; 1993-94 school year; elementary group leader; appropriate annual rate of pay.

Evelyn Harman	Pauline Knox
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Van Buren Elementary; after school program to improve reading skills; April 20, 1994 through April 29, 1994; not to exceed four (4) hours total; appropriate hourly rate of pay.

Karen Laskey

West Riverside Elementary; 1993-94 school year; combination class; appropriate annual rate of pay.

Chet Edmunds	Dan Moore	Brenda Penny
Dave Freeman		

CERTIFICATED PERSONNEL (Continued)

Extra Compensation Assignment (Continued)

West Riverside Elementary; 1993-94 school year; elementary group leader; appropriate annual rate of pay.

Janet Garcia-Hudson Dave Freeman

West Riverside Elementary; 1993-94 school year; to serve as a Spanish Language Translator; appropriate annual rate of pay.

Josefina Mendoza

Jurupa Valley High; 1993-94 school year; department heads; appropriate annual rate of pay.

Gary Lesh	Agriculture
Gary Clem	Fine Arts
Sheila Medina	Foreign Language
Donn Cushing	Industrial Arts
Paul Viafora	Language Arts
Stella Sloan	Math
Tim Titus	Physical Education
William Pine	AFJROTC
Pat Monaco	Science
Virginia Huckaby	Social Science
Vince Tieri	Special Education
Shirley Gonzalez	Vocational Arts

Change of Status

Bilingual Resource Teacher	Ms. Sonia Porter	Effective July 1, 1994 From 80% to 100%
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Leave of Absence

Teacher	Ms. Michele Crockett 5253 El Cerrito Drive #131 Riverside, CA 92507	Unpaid Special Leave effective July 1, 1994 through July 1, 1995 without compensation, health and welfare benefits or increment advancement.
Teacher	Ms. Karen Lancaster 4799 Bandini Riverside, CA 92506	Correction of Maternity Leave dates to March 24, 1994 through May 19, 1994 with use of sick leave benefits.
Teacher	Ms. Stephanie Niecheyev 18125 Jammer Lane Way Riverside, CA 92504	Unpaid Special Leave effective July 1, 1994 through June 30, 1995 without compensation, health and welfare benefits or increment advancement.

CERTIFICATED PERSONNEL (Continued)

"Golden Handshake" Retirement Program

Teacher	Ms. Ida Moore 3266 Joel Drive Riverside, CA 92509	Retiring prior to the 1994-95 school year.
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Teacher	Mr. Clayton Quattlebaum 8948 Hope Avenue Riverside, CA 92503	Retiring prior to the 1994-95 school year.
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Resignation

Program Specialist	Ms. Sue Balt 3397 Skyview Lane Corona, CA 91720	Effective June 3, 1994
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Teacher	Ms. Ida Moore 3266 Joel Drive Riverside, CA 92509	Effective June 17, 1994
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Teacher	Ms. Christine Nielsen 2708 Ridgeline Corona, CA 91720	Effective May 14, 1994
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Teacher	Mr. Clayton Quattlebaum 8948 Hope Avenue Riverside, CA 92503	Effective June 17, 1994
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Teacher	Ms. Margaret Steele 10316 Crossing Green Circle Moreno Valley, CA 92557	Effective June 17, 1994
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Teacher	Mr. Marvin Tapsfield P.O. Box 3466 Seward, AK 99664	Effective May 13, 1994
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CLASSIFIED PERSONNEL

Regular Assignment

Activity Supervisor	Ms. Linda Antoine 9285 Big Ridge Road Riverside, CA 92509	Effective May 9, 1994 Work Year F1 Part-time
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Carpenter	Mr. John Banks 3706 Ross Street Riverside, CA 92503	Effective May 26, 1994 Work Year A
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Activity Supervisor	Ms. Anne Butler 8585 Brookfield Drive Riverside, CA 92509	Effective May 9, 1994 Work Year F1 Part-time
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Personnel Report #21

CLASSIFIED PERSONNEL (Continued)

Regular Assignment (Continued)

Activity Supervisor	Ms. Kathi Garcia 5171 Mission Blvd. #27 Riverside, CA 92509	Effective May 12, 1994 Work Year F1 Part-time
Activity Supervisor	Ms. Pamela Juarez 4860 Dodd Street Mira Loma, CA 91752	Effective May 9, 1994 Work Year F1 Part-time
Activity Supervisor	Ms. Taunya Pittman 11813 Rancherias Drive Fontana, CA 92337	Effective May 9, 1994 Work Year F1 Part-time
Activity Supervisor	Ms. Cynthia White 7456 Penwood Lane Riverside, CA 92509	Effective May 12, 1994 Work Year F1 Part-time

Promotion

From Clerk-Typist to Secretary-Elementary Principal	Ms. Stella Espinoza 6956 John Drive Riverside, CA 92509	Effective May 12, 1994 Work Year C/VB
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Short-Term/Extra Work

Ind Arbuckle Elementary; to serve as a Spanish Language Translator; appropriate annual rate of pay.

Bilingual Language Tutor	Ms. Monica Stanley
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Indian Hills Elementary; 1993-94 school year; after school sports and recreation program; not to exceed 55 hours total; appropriate hourly rate of pay.

Instructional Aide	Bernardine Brown
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Substitute Assignment

Cafeteria Assistant I	Mr. Miguel Carrera 4473 Aolondro Drive Riverside, CA 92509	As needed
Clerk-Typist	Ms. Beatrice Castillo 3988 Dell Avenue Riverside, CA 92509	As needed
Custodian	Mr. Robert Garcia 9549 51st Street Riverside, CA 92509	As needed
Grounds Worker	Ms. Tony Perez 8902 San Vicente Riverside, CA 92503	As needed

CLASSIFIED PERSONNEL (Continued)

Substitute Assignment (Continued)

Clerk-Typist	Ms. Deborah Provenzano 6638 Kerry Lane Riverside, CA 92509	As needed
Activity Supervisor	Mr. Rafael Ruvalcaba 3705 Mears Avenue Riverside, CA 92509	As needed
Activity Supervisor	Ms. Marilyn Swearingen 3138 Wishing Well Court Mira Loma, CA 91752	As needed
Cafeteria Assistant I	Ms. Vicki Taylor 5571 34th Street #E Riverside, CA 92509	As needed
Activity Supervisor	Ms. Demetries Wilburn 6617 Owl Court Riverside, CA 92509	As needed

Leave of Absence

Cafeteria Assistant II	Ms. Judy Lester 10039 Orchard Bloomington, CA 92316	Correction of Unpaid Special Leave dates to March 18, 1994 through May 24, 1994 without compensation, health and welfare benefits, increment advancement or the accrual of seniority for layoff or reduction in force purposes.
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Resignation

Bilingual Language Tutor	Mr. Louis Bautista 1317 Lanfair Street Redlands, CA 92374	Effective May 9, 1994
Activity Supervisor	Ms. Antoinete Lorenz 6636 Pheasant Run Riverside, CA 92509	Effective April 5, 1994
Activity Supervisor	Ms. Stacy McBain 3130 Chardoney Way Mira Loma, CA 91752	Effective April 25, 1994
Activity Supervisor	Ms. Georgia Miller 5912 Dodd Street Mira Loma, CA 91752	Effective June 16, 1994
Instructional Aide	Ms. Dorothy White 6091 Mission Blvd. Riverside, CA 92509	Effective June 30, 1994

Personnel Report #21

MANAGEMENT PERSONNEL

Resignation

Superintendent's Secretary	Ms. Irene Tokarz 7217 Sebastian Avenue Riverside, CA 92509	Effective July 5, 1994
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OTHER PERSONNEL

Short-Term Assignment

Education Services; to serve as a Peak Load Clerical Aide; May 10, 1994 through June 16, 1994; not to exceed 60 hours total; \$8.23 per hour.

Peak Load Clerical Margaret Dooley

Education Services; to serve as a Peak Load Clerical Aide; May 16, 1994 through May 20, 1994; not to exceed four (4) hours per week; \$8.23 per hour.

Peak Load Clerical Valerie Crabtree

Troth Street Elementary; to serve as a DATE Children's Supervisor; May 3, 1994 through May 24, 1994; not to exceed 2.5 hours per week; \$10.00 per hour.

DATE Child. Supv.	Velia Lara
DATE Child. Supv.	Delma Kason

Van Buren Elementary; to serve as a Peak Load Clerk; April 18, 1994 through June 30, 1994; not to exceed 10 hours per week; \$8.23 per hour.

Peak Load Clerk Donna Crispin

Van Buren Elementary; to serve as a Healthy Start Facilitator; April 18, 1994 through June 17, 1994; not to exceed 10 hours per week; \$8.23 per hour.

Healthy Start Donna Crispin

Van Buren Elementary; to serve as a Healthy Start Facilitator; April 18, 1994 through June 17, 1994; not to exceed five (5) hours per week; \$8.23 per hour.

Healthy Start Shari Navarette

Jurupa Middle School; to serve as a lunchtime supervisor; May 16, 1994 through June 16, 1994; not to exceed two (2) hours per day each; \$6.45 per hour.

Lunchtime supervisor	Emilia Rodriguez
Lunchtime supervisor	Stella Munoz

Mission Middle School; to serve as a student helper; May 4, 1994 through June 16, 1994; not to exceed 5½ hours per day; \$8.50 per hour.

Student Helper Josefina Espinoza

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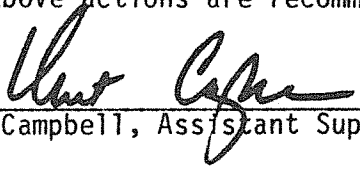
OTHER PERSONNEL (Continued)

Short-Term Assignment

Rubidoux High School; to serve as a summer JTPA Peer Group Counselor; April 26, 1994 through September 30, 1994; not to exceed 40 hours per week; \$6.57 per hour.

Peer Group Counselor Belen Sanchez

The above actions are recommended for approval:


Kent Campbell, Assistant Superintendent-Personnel Services



JURUPA UNIFIED SCHOOL DISTRICT

June 6, 1994

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APPROPRIATION TRANSFERS

GENERAL FUND - FUND 100

Object	Description	Current Budget	Increase	Decrease	Revised Budget	Comments
0971	Appropriation for Contingencies	\$2,140,553	\$50,107		\$2,190,660	
1000	Certificated Salaries	\$28,843,706		\$93,273	\$28,750,433	(1)(2)
2000	Classified Salaries	\$5,746,194	\$60,455		\$5,806,649	(1)(3)
3000	Employee Benefits	\$8,562,548		\$14,097	\$8,548,451	(1)(2)(3)
4100	Textbooks	\$7,268		\$275	\$6,993	
4300	Instructional Supplies	\$401,260		\$2,071	\$399,189	(4)
4500	Other Supplies	\$452,306		\$7,070	\$445,236	(4)
5100	Consultants	\$35,800	\$595		\$36,395	
5200	Travel and Conferences	\$62,341		\$1,142	\$61,199	(4)
5500	Utilities	\$2,006,014	\$14,907		\$2,020,921	(4)(5)
5600	Rentals, Leases and Repairs	\$424,294	\$2,500		\$426,794	(4)
5700	Direct Cost for Interprogram and Interfund Services	\$78,939	\$21,236		\$100,175	
5800	Other Services	\$793,539	\$10,626		\$804,165	(6)(7)
6100	Improvement of Sites	\$78,248		\$20,557	\$57,691	(8)
6200	Improvement of Buildings	\$24,027		\$15,000	\$9,027	(9)
6400	Equipment/Building Fixtures	\$170,778	\$14,295		\$185,073	(10)
8900	District Contribution to Restricted Funds	(\$2,563,865)	\$21,236		(\$2,585,101)	
Total Fund 100		\$47,263,950			\$47,263,950	

OTHER RESTRICTED FUNDS - FUND 103

5700	Direct Cost for Interprogram and Interfund Services	(\$185,985)	\$21,236		(\$164,749)	
8900	District Contribution to Restricted Funds	\$588,631	\$21,236		\$567,395	
Total Fund 103		\$402,646			\$402,646	

APPROPRIATION TRANSFERS (Con't)

- (1) Salary adjustments
- (2) Principal for Mira Loma Middle School (1/4 year)
- (3) Bilingual aides (costs transferred from Supplemental Grants)
- (4) Includes small dollar amounts to match appropriation needs with program needs
- (5) Install Centrex phone system
- (6) Cost to move Van Buren to Mira Loma Middle School
- (7) Install Meridian telephone system (RHS)
- (8) Fire lanes for VB and RL (50% will be done 94/95)
- (9) Move 5 portables at VB (will be done 94/95)
- (10) Equipment at various school sites

Recommend Approval: 
Director of Business Services

RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES
 05/02/94 - 05/13/94
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
P80138	100	178 00	GENERAL SUPPORT GROUNDS	JOHN FALCO TRACTOR SERVICE	MAINT-TRACTOR WORK		1,200.00
P80141	100	178 00	GENERAL SUPPORT GROUNDS	E.R. BLOCK PLUMBING CO.	MAINT-PLUMBING REPAIRS		278.46
P80245	100	178 00	GENERAL SUPPORT OPERATIONS CU	AMERICAN FIRE SAFETY	MAINT-SUPPLIES		1,754.65
P80250	100	178 00	NON SPECIFIC	CROP PRODUCTION SERVICES	WHSE-STOCK		241.36
P80257	100	185 00	CAMPUS SUPER/AFTER SCHOOL REC	ORIENTAL TRADING CO.	VB-INSTRUCTIONAL MATERIALS		483.84
P80258	100	178 00	GEN SUPPORT DISTR ADMIN FACIL	LONGS ELECTRONICS	EC-OFFICE SUPPLIES		364.75
P80269	100	172 00	SELF-CONTAINED CLASSROOM	D.F. SCHOTT ED. MATERIALS	SA-INSTRUCTIONAL MATERIALS		468.71
P80281	100	197 00	SOCIAL SCIENCE	SCANTRON	JVHS-INSTRUCTIONAL MATERIALS		339.41
P80296	100	178 00	GENERAL OPERATIONS	GOLDEN COACH VAN LINES	VB-MOVING SERVICES		6,000.00
P80314	100	178 00	GENERAL SUPPORT DISTR ADMIN P	VGC CORPORATION	PRINT SHOP-OFFICE SUPPLIES		382.08
P80323	100	176 00	NON-AGENCY ACT-ED FAC & SUPP	BSN CORPORATION	CR-INSTRUCTIONAL MATERIALS		327.43
P80363	100	178 00	FACILITIES	QUIEL BROS. ELECTRIC SIGN S	CR/SS-SCHOOL EQUIPMENT		1,596.00
P80365	100	191 00	MATHEMATICS	NASCO WEST INC	MMS-INSTRUCTIONAL MATERIALS		388.71
P80377	100	178 00	FACILITIES	COM SER CO	EC-JVHS-RADIOS		6,404.66
P80379	100	178 00	FACILITIES	B.K. CONSTRUCTION	RHS-HVAC WORK		4,390.14
P80410	100	178 00	GENERAL SUPP DISTR ADMIN PERS	ATKINSON,ANDELSON,LOYA,RUUD	EC-SUPPLIES		446.84
P80415	100	196 00	INDEPENDENT STUDY	COMPUTERLAND OF UPLAND	IS-PRINTER		289.85
P80426	100	178 00	GENERAL SUPPORT OPERATIONS UT	MC INTOSH, JOHN	EC-RHS-INSTALL TELEPHONE SYSTEM		2,775.00
P80428	100	000 00	SELF-CONTAINED CLASSROOM	GATEWAY EDUCATIONAL PRODUCT	PED-INSTRUCTIONAL MATERIALS		589.38
P80438	100	000 00	SELF-CONTAINED CLASSROOM	KNOTT'S BERRY FARM, ED. PRG	VB-FIELD TRIP		496.00
P80445	100	178 00	GENERAL SUPPORT OPERATIONS UT	DAVE FLANAGAN	EC-RHS-INSTALL PHONE SYSTEM		925.00

							FUND TOTAL 30,142.27
							TOTAL NUMBER OF PURCHASE ORDERS 21
P80239	101	185 00	TOBACCO USE PREVENTION EDUCAT	CENTURY SILK SCREEN PRINTIN	TS-INSTRUCTIONAL MATERIALS		318.83

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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REPORT OF PURCHASES

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 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
P80256	101	176 00	S.I.P. (SCHOOL IMPROVEMENT PR IMAGINE IT			EC-SKILLS DAY RIBBONS	2,54.93
P80271	101	178 00	MENTOR TEACHER PROGRAM - SUPP CM SCHOOL SUPPLY CO.			EC-INSTRUCTIONAL MATERIALS	31.00
P80273	101	176 00	S.I.P. (SCHOOL IMPROVEMENT PR FEDCO (ONTARIO 714 947-9300			EC-OPEN PO-INSTRUCTIONAL MATERIALS	30.00
P80275	101	178 00	MENTOR TEACHER PROGRAM - SUPP O'CONNER WHOLE LANGUAGE			EC-BOOKS	308.44
P80276	101	196 00	SB 1882-CA PROFESSIONAL DEVEL MISSION INN			RHS-FACILITY RENTAL	2,250.00
P80278	101	185 00	E.C.I.A. CHAPTER 1 INTELLIMATION FOR THE MAC			TS-INSTRUCTIONAL MATERIALS	864.16
P80279	101	196 00	VOCATIONAL AGRICULTURE INCENT COMPUTERLAND OF UPLAND			RHS-COMPUTER PRINTER	289.85
P80280	101	196 00	VOCATIONAL AGRICULTURE INCENT APPLE COMPUTER-SUPPORT CENT			RHS-COMPUTER EQUIPMENT	2,046.17
P80285	101	187 00	E.C.I.A. CHAPTER 1 AIMS EDUCATION FOUNDATION			WR-INSTRUCTIONAL MATERIALS	1,236.49
P80286	101	187 00	E.C.I.A. CHAPTER 1 BILINGUAL EDUCATIONAL SERVI			WR-BOOKS	585.78
P80287	101	187 00	E.C.I.A. CHAPTER 1 HAMPTON-BROWN BOOKS			WR-BOOKS	694.99
P80291	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR DALE SEYMOUR PUBLICATIONS			PED-INSTRUCTIONAL MATERIALS	221.00
P80293	101	178 00	ECONOMIC IMPACT AID - L E P ESTRELLITA			WR-INSTRUCTIONAL MATERIALS	307.02
P80295	101	178 00	ECONOMIC IMPACT AID - L E P CM SCHOOL SUPPLY CO.			RL-INSTRUCTIONAL MATERIALS	238.00
P80333	101	178 00	MENTOR TEACHER PROGRAM - SUPP NATURAL WONDERS GALLERIA			EC-OPEN PO-INSTRUCTIONAL MATERIALS	330.00
P80339	101	187 00	S.I.P. (SCHOOL IMPROVEMENT PR EBSCO SUBSCRIPTION SERVICES			WR-LIBRARY MAGAZINES	254.18
P80340	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR SEA WORLD, INC.			PEDLEY-ADMISSION FEES	818.80
P80341	101	187 00	S.I.P. (SCHOOL IMPROVEMENT PR BILINGUAL EDUCATIONAL SERVI			WR-OTHER BOOKS	421.73
P80342	101	187 00	E.C.I.A. CHAPTER 1 VON'S MARKET (LIMONITE AVE)			WR-SUPPLIES	300.00
P80346	101	175 00	TOBACCO USE PREVENTION EDUCAT J.W. PEPPER OF LOS ANGELES			SS-INSTRUCTIONAL MATERIALS	249.76
P80347	101	175 00	TOBACCO USE PREVENTION EDUCAT LITTLE RED SCHOOL HOUSE			EC-OPEN PO-INSTRUCTIONAL MATERIALS	293.62
P80349	101	178 00	MENTOR TEACHER PROGRAM - SUPP CM SCHOOL SUPPLY CO.			TS-INSTRUCTIONAL MATERIALS	300.00
P80351	101	185 00	E.C.I.A. CHAPTER 1 BRODERBUND			TS-INSTRUCTIONAL MATERIALS	603.02
P80354	101	180 00	E.I.A. (ECONOMIC IMPACT AID) COMPUTER PLUS			IA-INSTRUCTIONAL MATERIALS	448.24

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

05/02/94 - 05/13/94
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
P80355	101	180 00	E.I.A. (ECONOMIC IMPACT AID)	EDUCATIONAL RESOURCES		IA-INSTRUCTIONAL MATERIALS	243.25
P80358	101	178 00	NON-AGENCY ACYF HEADSTART	LAKESHORE CURRICULUM MATERI		IA-INSTRUCTIONAL MATERIALS	1,363.52
P80359	101	197 00	VOCATIONAL AGRICULTURE INCENT	WESTSTEYN HAY		JVMS-INSTRUCTIONAL MATERIALS	833.45
P80370	101	178 00	EDUCATION FOR HOMELESS YOUTH/	CM SCHOOL SUPPLY CO.		IA-OPEN PO-INSTRUCTIONAL MATERIALS	300.00
P80400	101	188 00	S.I.P. (SCHOOL IMPROVEMENT PR	MARILYN BURNS EDUCATION ASS		SC-CONF 8/15-19/94 3 EMP	945.00
P80403	101	184 00	TOBACCO USE PREVENTION EDUCAT	STATER BROTHERS #90		RL-OPEN PO-INSTRUCTIONAL MATERIALS	250.00
P80406	101	187 00	S.I.P. (SCHOOL IMPROVEMENT PR	MCDUGAL LITTELL AND CO		WR-BOOKS	616.18
P80414	101	178 00	NON-AGENCY ACYF HEADSTART	LAKESHORE CURRICULUM MATERI		IA-INSTRUCTIONAL MATERIALS	1,334.91
P80416	101	185 00	E.C.I.A. CHAPTER 1	APPLE COMPUTER-SUPPORT CENT		TS-PRINTERS	1,194.95
P80417	101	180 00	E.I.A. (ECONOMIC IMPACT AID)	MEMORY DIRECT		IA-SOFTWARE	1,308.09
P80418	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR	APPLE COMPUTER-SUPPORT CENT		GH-COMPUTERS	1,628.10
P80419	101	178 00	ECONOMIC IMPACT AID - L E P	APPLE COMPUTER-SUPPORT CENT		RHS-COMPUTER	1,830.67
P80420	101	187 00	E.C.I.A. CHAPTER 1	SCHOLASTIC SOFTWARE		WR-INSTRUCTIONAL MATERIALS	5,482.00
P80422	101	187 00	E.C.I.A. CHAPTER 1	ABT/DISCOVERY SOFTWARE		WR-INSTRUCTIONAL MATERIALS	728.39
P80424	101	196 00	VOCATIONAL EDUCATION ACT PL94	COMPUTERLAND OF UPLAND		RHS-PRINTERS	579.70
P80425	101	196 00	VOCATIONAL EDUCATION ACT PL94	APPLE COMPUTER-SUPPORT CENT		RHS-COMPUTER	1,076.42
P80427	101	178 00	DRUG FREE SCHOOLS	COMPREHENSIVE HEALTH EDUCAT		EC-INSTRUCTIONAL MATERIALS	4,001.19
P80431	101	178 00	ECONOMIC IMPACT AID - L E P	LECTORUM PUBLICATIONS, INC.		IA-INSTRUCTIONAL MATERIALS	295.77
P80433	101	182 00	E.C.I.A. CHAPTER 1	HOUGHTON MIFFLIN		PA-INSTRUCTIONAL MATERIALS	697.81
P80435	101	182 00	E.C.I.A. CHAPTER 1	TROLL BOOK FAIRS		PA-OPEN PO-INSTRUCTIONAL MATERIALS	360.00
P80437	101	182 00	E.C.I.A. CHAPTER 1	SCHOOL SERVICE CO.		PA-INSTRUCTIONAL MATERIALS	406.55
P80446	101	186 00	SB1274 RESTRUCTURING/PLANNING	FOLLETT SOFTWARE COMPANY		VB-SUPPLIES	279.38
P80447	101	182 00	S.I.P. (SCHOOL IMPROVEMENT PR	MACMILLAN PUBLISHING CO.		PA-INSTRUCTIONAL MATERIALS	2,330.42

							FUND TOTAL
							44,700.83

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES
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 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	TOTAL NUMBER OF PURCHASE ORDERS	48
PURCHASE ORDERS TO BE RATIFIED							
P79909	103	178	00	GEN SUPPORT TRANS-HOME TO SCH VORTEX INDUSTRIES, INC.	TRANS-REPAIR ROLLING STEEL DOOR	914.40	
P80260	103	178	00	INST MAT K-8, CARRYOVER	IMC-TEXTBOOKS	2,391.05	
P80267	103	178	00	INSTRUCTIONAL PROGRAM	PED-INSTRUCTIONAL MATERIALS	590.00	
P80301	103	178	00	INST MAT K-8, CARRYOVER	IMC-TEXTBOOKS	1,953.66	
P80302	103	178	00	INST MAT K-8, CARRYOVER	IMC-TEXTBOOKS	4,008.39	
P80303	103	178	00	INST MAT K-8, CARRYOVER	IMC-TEXTBOOKS	2,592.04	
P80430	103	178	00	INSTRUCTIONAL PROGRAM	CR-INSTRUCTIONAL MATERIALS	247.83	
P80439	103	178	00	GEN SUPPORT TRANS-HOME TO SCH SAFETY-KLEEN CORPORATION	TRANS-OPEN PO-PARTS CLEANER SERVICE	1,000.00	
P80440	103	178	00	GEN SUPPORT TRANS-HOME TO SCH A-Z BUS SALES	TRANS-OPEN PO-BUS PARTS	3,000.00	
P80443	103	178	00	INSTRUCTIONAL PROGRAM	JVHS-MONITOR	220.89	
FUND TOTAL						16,918.26	
TOTAL NUMBER OF PURCHASE ORDERS							10
P80261	106	178	00	INSTRUCTIONAL MEDIA CENTER	GPN/UNIVERSITY OF NEBRASKA	391.15	
P80429	106	178	00	INSTRUCTIONAL MEDIA CENTER	RIVERSIDE CO. OFFICE OF EDU	521.51	
FUND TOTAL						912.66	
TOTAL NUMBER OF PURCHASE ORDERS							2
P79920	119	178	00	GENERAL SUPPORT, MAINTENANCE, ROYAL WHOLESALE ELECTRIC	MAINT-SUPPLIES	208.09	
P80149	119	178	00	GENERAL SUPPORT, MAINTENANCE, HYTEC	MAINT-SUPPLIES	265.07	
P80152	119	178	00	GENERAL SUPPORT, MAINTENANCE, HOWARD INDUSTRIES	MAINT-SUPPLIES	392.75	
P80154	119	178	00	GENERAL SUPPORT, MAINTENANCE, SKUNKY PUMPERS	TS-PUMP OUT SEPTIC TANK	550.00	
P80240	119	178	00	GENERAL SUPPORT, MAINTENANCE, BEST LOCKING SYSTEMS OF L.A	MAINT-SUPPLIES	820.54	

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES
 05/02/94 - 05/13/94
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION
PURCHASE ORDERS TO BE RATIFIED					
P80243	119	178 00	GENERAL SUPPORT, MAINTENANCE	RENICK INFORMATION SYSTEMS	MAINT-SUPPLIES
P80244	119	178 00	GENERAL SUPPORT, MAINTENANCE, KELLY-MOORE		MAINT-SUPPLIES
P80248	119	178 00	GENERAL SUPPORT, MAINTENANCE, AGM SERVICES		MAINT-SUPPLIES
P80249	119	178 00	GENERAL SUPPORT, MAINTENANCE, GRILLO FILTERS SALES		MANT-SUPPLIES
P80259	119	178 00	GENERAL SUPPORT, MAINTENANCE, PRESS ENTERPRISE COMPANY		VB-RHS-ADVERTISMENT
P80324	119	178 00	GENERAL SUPPORT, MAINTENANCE, ARROW AIR CONDITIONING		MAINT-OPEN PO-SUPPLIES
P80326	119	178 00	GENERAL SUPPORT, MAINTENANCE, JBRO BATTERIES, INC.		MAINT-SUPPLIES
P80337	119	178 00	GENERAL SUPPORT, MAINTENANCE FLEETWOOD METAL BOX COMPANY		MAINT-MAINTENANCE EQUIPMENT
P80338	119	178 00	GENERAL SUPPORT, MAINTENANCE FRAZEE PAINT & WALLCOVERING		MAINT-PAINTING EQUIPMENT
FUND TOTAL					11,276.89
TOTAL NUMBER OF PURCHASE ORDERS					14
P80297	330	196 11	FACILITIES ACQUISITION - CAPI HOOVER'S BROTHERS, INC.		RHS-CLASSROOM EQUIPMENT
FUND TOTAL					8,100.65
TOTAL NUMBER OF PURCHASE ORDERS					1
P80282	610	187 33	FACILITIES ACQUISITION - CAPI VIRCO MANUFACTURING COMPANY		WR-FURNITURE
P80283	610	187 33	FACILITIES ACQUISITION - CAPI MCMAHAN BUSINESS INTERIORS		WR-FURNITURE
P80307	610	187 33	FACILITIES ACQUISITION - CAPI HOOVER'S BROTHERS, INC.		WR-CLASSROOM EQUIPMENT
FUND TOTAL					8,529.34
TOTAL NUMBER OF PURCHASE ORDERS					3
P80306	650	197 33	FACILITIES ACQUISITION - CAPI HOOVER'S BROTHERS, INC.		JVHS-CLASSROOM EQUIPMENT
P80308	650	197 33	FACILITIES ACQUISITION - CAPI GRAINGER W W INC		JVHS-CLASSROOM EQUIPMENT

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5/17/94

RIVERSIDE REGIONAL EDUCATION DATA CENTER

COUNTY: 33 RIVERSIDE
DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

05/02/94 - 05/13/94
PURCHASES OVER \$200

REPORT: APS/APSS50/01
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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
PURCHASE ORDERS TO BE RATIFIED						
P80309	650	197	33	FACILITIES ACQUISITION - CAPI CULVER-NEWLIN INC	JVHS-CLASSROOM EQUIPMENT	494.79
P80399	650	197	33	FACILITIES ACQUISITION - CAPI PRICE CLUB	JVHS-CALCULATORS	430.89
P80441	650	197	33	FACILITIES ACQUISITION - CAPI OAK TREE PRODUCTS (BOB FARE	JVHS-BOOKCASES	1,386.74
P80442	650	197	33	FACILITIES ACQUISITION - CAPI TROXELL COMMUNICATIONS INC.	JVHS-OVERHEAD PROJECTORS	275.84
P80444	650	197	33	FACILITIES ACQUISITION - CAPI APPLE COMPUTER-SUPPORT CENT	JVHS-COMPUTERS	5,214.02
NO RATIFIED P.O.'S FOUND						
FUND TOTAL						9,469.28
TOTAL NUMBER OF PURCHASE ORDERS						7
106 PURCHASE ORDERS OVER \$200.00 FOR A TOTAL AMOUNT OF						130,050.18
94 PURCHASE ORDERS UNDER \$200.00 FOR A TOTAL AMOUNT OF						9,997.38
200 PURCHASE ORDERS FOR A GRAND TOTAL OF						139,047.56

RECOMMEND APPROVAL:

Phil Wilson

Director of Purchasing

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Jurupa Unified School District

CAFETERIA FUND

Purchase Orders Less Than \$200.00 ;

00222, 00223, 00224, 00230, 00217, 00225, 00251, 00255, 00257

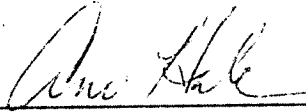
Total Orders Less Than \$200.00 = \$ 710.71

P. O. #	VENDOR	AMOUNT	LOCATION/DESCRIPTION
00220	Tower of Pizza	\$ 5,856.00	Various Schools, Pizza
00219	T.A. Gross Systems Spec.	204.99	FS Whse., Memorywriter Repair
00212	Ganahl Lumber	254.55	CR,PA,SS,VB, Supplies for Repairs
00227	Leabo Foods	10,775.55	FS Whse., Food Whse. Stock
00226	Form Plastics Co.	476.00	FS Whse., Supplies Food Whse.
00228	American Jerky Co.	2,160.00	FS Whse., Food Whse. Stock
00232	Interstate Brands Corp.	2,209.90	All Schools, Bread & Rolls
00233	A & R Dist., Inc.	2,235.28	Various Schools, Chips & Soda
00229	Caljen Sales Co.	847.28	FS Whse., Supplies
00231	Coca-Cola Bottling Co.	1,016.00	JVHS, RHS, Canned Soda
00221	Moreno Valley USD	1,150.58	FS Whse., S & H Charges, Commodity Whse. Stock
00235	Tower of Pizza	5,622.00	Various Schools, Pizza
00234	Judy Jones	573.01	Conference Reimbursement
00236	Signature Apparel	828.51	FS Cafeteria Workers' Tee Shirts
00240	Moreno Valley USD	839.60	Commodity Charges, FS Whse. Food
00241	Goldstar Foods	9,965.47	FS Whse., Food Whse. Stock
00242	Swift Produce	6,933.46	Various Schools, Produce
00243	Interstate Brands Corp.	2,053.92	Various Schools, Bread & Rolls
00244	Coca-Cola Bottling Co.	1,428.75	JVHS, RHS, Canned Soda
00245	Rykoff-Sexton Inc.	5,992.87	FS Whse., Food Whse. Stock
00246	Gold Kist Poultry	473.60	FS Whse., Food Whse. Stock
00247	Kraft Food Service	7,370.73	FS Whse., Food & Supplies Whse. Stock
00248	P & R Paper Co.	5,721.93	FS Whse., Supplies Whse. Stock
00249	Coca-Cola USA	278.25	JVHS,RHS, Syrup for Cola
00250	Leabo Foods	9,816.95	FS Whse., Food Whse. Stock
00252	A & R Dist. Inc.	3,793.97	FS Whse., Food Whse. Stock, Various Schools, Food
00253	Tower of Pizza	2,454.00	Various Schools, Pizza
00254	Driftwood Dairy	36,926.71	All Schools, Milk & Dairy Products
00260	Tower of Pizza	5,514.00	Various Schools, Pizza

Total Orders More Than \$200.00 \$133,773.86

GRAND TOTAL CAFETERIA FUND 600 \$134,484.57

Recommend Approval


Ann Hale, Director of Food Services

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

COUNTY: 33 RIVERSIDE
DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

04/30/94 - 05/13/94
PURCHASES OVER \$1

DISBURSEMENT ORDERS

REPORT: APS/APSS50/01
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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D33264	100	178	00	GEN SUPPORT DIST ADMIN SAFETY	AMERICAN RED CROSS	D18954 CFA PROCESSING FEE 85.00
D33265	100	192	00	FACILITIES	JURUPA COMMUNITY SERVICES	D18955 DEPOSIT FOR MLM 2,000.00
D33347	100	178	00	GENERAL SUPPORT BOARD OF EDUC	TWOMBLEY, JANA	D18939 REIMB CONF 4/20/94 1 EMP 35.80
D33348	100	178	00	GENERAL SUPPORT BOARD OF EDUC	TWENTY-THIRD DISTRICT PTA	D18936 CONF 5/23/94 3 EMP 45.00
D33349	100	197	00	SCHOOL ADMINISTRATION	SAN BERNARDINO COUNTY SCHOO	D18932 CONF 6/3/94 1 EMP 35.00
D33350	100	178	00	GENERAL SUPPORT BOARD OF EDUC	RIVERSIDE COUNTY SCHOOL BOA	D18993 CONF 5/9/94 1 EMP 25.00
D33354	100	196	00	INDEPENDENT STUDY	CITRUS HIGH SCHOOL	D18938 CONF 5/20/94 1 EMP 15.00
D33355	100	178	00	GENERAL SUPPORT BOARD OF EDUC	GOLDSTEIN & KENNEDY	D18934 CONF 5/18/94 1 EMP 40.00
D33358	100	178	00	GENERAL SUPPORT BOARD OF EDUC	RCSBO	D18942 CONF 5/11/94 3 EMP 30.00
D33400	100	178	00	GEN SUPP DIST ADMIN FISCAL SE	POSTMASTER	D18960 REPLENISH POSTAGE MACHINE 2,500.00
D33401	100	172	00	GENERAL SUPPORT OPERATIONS UT	JURUPA COMMUNITY SERVICES	D18957 APR 94 WATER BILL 5,890.19
D33402	100	173	00	GENERAL SUPPORT OPERATIONS UT	MUTUAL WATER CO	D18956 APR 94 WATER BILL 206.05
D33403	100	173	00	GENERAL SUPPORT OPERATIONS UT	SO CALIFORNIA EDISON	D18959 APR 94 ELECTRIC BILL 44,942.32
D33404	100	178	00	GENERAL SUPPORT OPERATIONS UT	AIRTOUCH CELLULAR	D18964 APR 94 PHONE BILL 184.99
D33405	100	172	00	GENERAL SUPPORT OPERATIONS UT	SO CALIFORNIA GAS	D18958 APR 94 GAS BILL 842.36
D33406	100	178	00	GEN SUPPORT DIST ADMIN SAFETY	GARCIA, RON	D18903 REIMB CUSTODIAL SUPPLIES 19.80
D33407	100	178	00	RIDESHARE PROGRAM	JOHNSON, LINDA	D18961 MONTHLY RIDESHARE AWARD 40.00
D33408	100	178	00	RIDESHARE PROGRAM	PINE, WILLIAM	D18962 QRTLY RIDESHARE AWARD 250.00
D33562	100	178	00	DISTRICT ADMINISTRATION	HUNTER, DWIGHT	D18969 REIMB INS PYMTS 771.49
D33563	100	178	00	GENERAL SUPPORT OPERATIONS UT	PACIFIC TELEPHONE	D18970 APR 94 PHONE BILL 7,206.64
D33564	100	175	00	PLANT OPERATIONS	PACIFIC TELEPHONE	D18970 APR 94 PHONE BILL 6,225.33
D33584	100	178	00	GENERAL SUPPORT BOARD OF EDUC	HENDRICK, BILL	D18947 REIMB CONF 4/20/94 1 EMP 9.00
D33617	100	178	00	GEN SUPPORT DIST ADMIN SUPERI	BANKCARD SERVICES	D18975 APR 94 BANKCARD CHARGES 230.96
D33618	100	178	00	DISTRICT ADMINISTRATION BUSIN	C.L.U.E. UPDATES	D18972 SUBSCRIPTION 300.00

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

04/30/94 - 05/13/94
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D33620	100	000	00	SELF-CONTAINED CLASSROOM	LAZORE, DEANNA	D18976 PROF SERVICES 4/7/94 GA 700.00
D33823	100	178	00	RIDESHARE PROGRAM	CHEVRON, U S A	D18992 APR 94 GASOLINE CHARGES 184.46
D33824	100	183	00	GENERAL SUPPORT OPERATIONS UT JURUPA COMMUNITY SERVICES		D18988 APR 94 WATER BILL 5,667.44
D33825	100	178	00	GENERAL SUPPORT OPERATIONS UT PACIFIC TELEPHONE		D18987 APR 94 PHONE BILL 87.19
D33826	100	172	00	GENERAL SUPPORT OPERATIONS UT SO CALIFORNIA EDISON		D18990 APR 94 ELECTRIC BILL 13,819.22
D33827	100	173	00	GENERAL SUPPORT OPERATIONS UT SO CALIFORNIA GAS		D18989 APR 94 GAS BILL 740.34
D33828	100	195	00	CONTINUATION EDUCATION	BRYANT, HAROLD	D18978 PROF SERVICES 5/11/94 NVHS 25.00
D33829	100	178	00	RIDESHARE PROGRAM	COLE JR., HARRISON	D18982 MONTHLY RIDESHARE AWARD 40.00
D33830	100	178	00	RIDESHARE PROGRAM	HOFFECER, DOROTHY	D18981 MONTHLY RIDESHARE AWARD 40.00
D33831	100	195	00	CONTINUATION EDUCATION	KIEFER, JACK	D18980 PROF SERVICES MAY 94 NVHS 75.00
D33832	100	178	00	DISTRICT ADMINISTRATION BUSIN REUL, BARBARA		D18977 REIMB NOTARY SERVICES FEE 10.00
D33833	100	195	00	CONTINUATION EDUCATION	ROBISON, JIM	D18979 PROF SERVICES APR 94 NVHS 75.00
D33834	100	178	00	DISTRICT ADMINISTRATION	WICKETT & GASH	D18986 MAY 94 GASOLINE FOR STORAGE 7,760.59

					FUND TOTAL	101,154.17
					TOTAL NUMBER OF DISBURSEMENTS	37
D33247	101	186	00	S.I.P. (SCHOOL IMPROVEMENT PR CSRP FUND		D18882 CONF 5/26-28/94 8 EMP 240.00
D33248	101	186	00	S.I.P. (SCHOOL IMPROVEMENT PR WESTIN HOTEL		D18883 CONF 5/26-28/94 8 EMP 849.76
D33256	101	178	00	NON-AGENCY ACYF HEADSTART	RIVERSIDE COMMUNITY COLLEGE	D18887 CONF 5/7/94 3 EMP 75.00
D33257	101	178	00	E.C.I.A. CHAPTER 1	SAN BERNARDINO SUPT OF SCHO	D18884 CONF 5/24/94 2 EMP 90.00
D33258	101	187	00	S.I.P. (SCHOOL IMPROVEMENT PR CSUSB EXTENDED EDUCATION		D18888 CONF 5/21/94 1 EMP 85.00
D33259	101	173	00	S.I.P. (SCHOOL IMPROVEMENT PR CSUSB EXTENDED EDUCATION		D18930 CONF 5/21/94 1 EMP 85.00
D33260	101	197	00	SB 1882-CA PROFESSIONAL DEVEL SKILLPATH, INC.		D18886 CONF 5/27-30/94 1 EMP 69.00
D33261	101	197	00	SB 1882-CA PROFESSIONAL DEVEL SKILLPATH, INC.		D18885 CONF 6/10/94 2 EMP 158.00

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

04/30/94 - 05/13/94
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D33351	101	178 00	MENTOR TEACHER PROGRAM - SUPP	UNIVERSITY HILTON-LOS ANGEL	D18941 CONF 5/23-24/94 12 EMP	433.20
D33352	101	178 00	MENTOR TEACHER PROGRAM - SUPP	SNELL, TERRY	D18940 CONF 5/23-24/94 12 EMP	195.00
D33353	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR	CENTER SUMMER WORKSHOPS	D18935 CONF 8/8-12/94 1 EMP	247.00
D33409	101	178 00	EDUCATION FOR HOMELESS YOUTH/	INA ARBUCKLE PTA	D18963 SCIENCE SCHOOL CAMPERSHIPS	170.00
D33484	101	178 00	ECONOMIC IMPACT AID - L E P	SAN BERNARDINO SUPT OF SCHD	D18944 CONF 6/3/94 2 EMP	70.00
D33485	101	191 00	DEMONSTRATION PROGRAMS IN REA	CLARK, LOIS	D18946 REIMB CONF 2/11-13/94	61.56
D33486	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR	COACHING EXPRESS	D18943 CONF 5/26/94 3 EMP	150.00
D33487	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR	COACHING EXPRESS	D18945 CONF 5/10/94 3 EMP	150.00
D33621	101	186 00	SB1274 RESTRUCTURING/PLANNING	AMERICAN RED CROSS	D18967 INSTRUCTIONAL MATERIALS	30.00
D33622	101	180 00	S.I.P. (SCHOOL IMPROVEMENT PR	IMAGINATION COMPANY	D18971 PROF SERVICES 5/13/94 1A	495.00
D33819	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR	CENTER SUMMER WORKSHOPS	D18948 CONF 8/15-19/94 1 EMP	247.00
D33820	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR	MCCRACKEN EDUCATIONAL SER.	D18949 CONF 8/25-26/94 1 EMP	150.00
D33821	101	178 00	ECONOMIC IMPACT AID - L E P	SAN BERNARDINO SUPT OF SCHD	D18951 CONF 6/3/94 4 EMP	140.00
D33822	101	187 00	S.I.P. (SCHOOL IMPROVEMENT PR	SAN BERNARDINO SUPT OF SCHD	D18950 CONF 5/24/94 2 EMP	90.00
D33835	101	178 00	ESEA T-VII BILINGUAL EDUC ACT	GARAVITO, NORIE	D18985 PROF SERVICES 4/29/94 1MC	200.00
D33836	101	181 00	S.I.P. (SCHOOL IMPROVEMENT PR	RADLAUER, ED	D18983 PROF SERVICES 5/13/94 MB	200.00
D33837	101	196 00	TOBACCO USE PREVENTION EDUCAT	RAGUZI, ALEXANDER GERMAINE	D18984 PROF SERVICES 4/8/94 RHS	450.00
FUND TOTAL						5,130.52
TOTAL NUMBER OF DISBURSEMENTS						25
D33267	102	185 00	INSTRUCTIONAL PROGRAM	CORONA NORCO UNIFIED SCHL D	D18931 CONF 5/10/94 1 EMP	55.00
FUND TOTAL						55.00
TOTAL NUMBER OF DISBURSEMENTS						1
D33619	103	178 00	GEN SUPPORT TRANS-HOME TO SCH	HERNANDEZ, BERTHA	D18973 STDNT TRANSPORTATION AGRMNT	36.96

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

REPORT: APS/APS550/01
 RUN DATE: 05/17/94
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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

04/30/94 - 05/13/94
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D33623	103 173 00	GEN SUPPORT TRANS-HOME TO SCH	EMPIRE FORD NEW HOLLAND TRA	D18974 TRANSPORTATION SUPPLIES	297.09
				FUND TOTAL	334.05
				TOTAL NUMBER OF DISBURSEMENTS	2
D33266	380 172 11	FACILITIES ACQUISITION - CAPI	JURUPA COMMUNITY SERVICES	D18953 INSPECTION FEES SA	337.00
				FUND TOTAL	337.00
				TOTAL NUMBER OF DISBURSEMENTS	1

66 DISBURSEMENT ORDERS FOR A GRAND TOTAL OF 107,010.74

RECOMMENDED APPROVAL: 
 Director of Business Services

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Jurupa Unified School District

1993/1994 AGREEMENTS

AGREEMENT NUMBER	CONTRACTOR	AMOUNT	FUND/PROGRAM TO BE CHARGED	PURPOSE
94-1	Consultant or Personal Service Agreements			
94-1-FFFFF	Q. L. Pearce	\$200.00	SIP - IH (1/3) SIP - GH (1/3) SIP - PED (1/3)	Presentation by author of children's books and science and nature articles to staffs of Indian Hills, Granite Hill and Pedley Elementary Schools
94-1-GGGGG	Dorri Hawkes	\$100.00	SIP	Inservice on "Social Skills" to staff of Pedley Elementary School to help with preparation of a schoolwide behavior plan
94-1-HHHHH	Dorri Hawkes	\$100.00	SIP - IH (1/3) SIP - GH (1/3) SIP - PED (1/3)	Inservice on "Physical Education" to staffs of Indian Hills, Granite Hill and Pedley Elementary Schools
94-1-IIIII	Pat Laugalis	\$250.00	SIP - IH (1/3) SIP - GH (1/3) SIP - PED (1/3)	Inservice on "Technology Education" to staffs of Indian Hills, Granite Hill and Pedley Elementary Schools
94-1-JJJJJ	Susan Johnson	\$100.00	SIP - IH (1/3) SIP - GH (1/3) SIP - PED (1/3)	Inservice on "ADHD and Slow Learners" to staffs of Granite Hill, Indian Hills and Pedley Elementary Schools
94-1-KKKKK	Corona/Norco USD	\$76.00	SIP	Reimbursement for substitute costs for consultant, Beverly Smith
94-1-LLLLL	Val Verde USD	\$100.00	SIP - GH (1/3) SIP - IH (1/3) SIP - PED (1/3)	Reimbursement for substitute costs for consultant, Dave Largent
94-1-MMMMM	Dolores Jones	\$100.00	SIP - GH (1/3) SIP - IH (1/3) SIP - PED (1/3)	Inservice on "Multicultural Science" to staffs of Granite Hill, Indian Hills and Pedley Elementary Schools
94-1-NNNNN	Beverly Smith	\$100.00	SIP - GH (1/3) SIP - IH (1/3) SIP - PED (1/3)	Inservice on "Math Manipulatives" to staffs of Granite Hill, Indian Hills and Pedley Elementary Schools
94-1-OOOOO	Dave Largent	\$100.00	SIP - GH (1/3) SIP - IH (1/3) SIP - PED (1/3)	Follow-up presentation on "Electricity" to staffs of Granite Hill, Indian Hills and Pedley Elementary Schools

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94-1-PPPPP Reynolds Consulting Group NTE \$9,750.00 Business Services Perform special projects as requested by District including, but not restricted to, inventory and administer removal of chemicals from school labs as mandated under Removal of Chemicals: 49411(b) Education Code

94-2 Interdistrict Attendance Agreements

94-2-E Victor Elementary School District NA 7/1/93 - 7/1/98

94-8 Other Agreements

94-8-M Orange County Department of Education NA Reimbursement by Orange County of substitute costs for Lorayne Corcoran to attend the Trainers Institute Leaders' Planning Meeting and Institute

94-8-N County of Riverside - Transportation Department \$42,000.00 Community Services Crossing guard services for 12 locations for the 1994/1995 school year

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

RE/dc
6/6/94

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Jurupa Unified School District

CAFETERIA FUND

Comparative Revenue and Expense Report
Month Ending March 31, 1994

<u>Revenue:</u>	<u>Year to Date</u>
Daily Sales	\$893,950
Federal Reimbursement	1,155,720
State Reimbursement	83,987
Other Income	10,165
Total Sales	<u>\$2,143,822</u>

<u>Cost of Food Sales</u>	
Food Available for Sale	\$839,538
Less Ending Inventory	<u>27,828</u>
Cost of Sales	<u>811,710</u>
Gross Profit on Sales	\$1,332,112

<u>Expenses:</u>	
Labor	\$912,584
Supplies	82,058
Purchased Services	20,036
Vehicle Repairs & Fuel	6,590
Maintenance Repairs	11,151
New Equipment	38,351
Replacement Equipment	12,207
General Fund Expense	183,460
Total Expenses	<u>\$1,266,437</u>

Net Profit or Loss	\$65,675
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Number of Serving Days	134*
Number of Breakfasts Served	121,111
Number of Lunches Served	823,615
Average Breakfasts/Day	904
Average Lunches/Day	6,146

*Number of Serving Days does not reflect Van Burens Year Round
Summer Session

AH:cc

JURUPA UNIFIED SCHOOL DISTRICT
Instructional Services
DISTRICT ADVISORY COUNCIL FOR THE CONSOLIDATED APPLICATION

UNADOPTED MINUTES OF MEETING #2

JANUARY 12, 1994 - 9:00 a.m.
Pacific Avenue Elementary

CALL TO ORDER The second meeting of the District Advisory Council for the Consolidated Application was called to order by Ms. Linda Lenertz, Director, Curriculum and Categorical Projects, Education Services, at 9:05 a.m. at Pacific Avenue Elementary School, 6110-45th Street, Riverside.

ROLL CALL Elected District Advisory Council members present were:

Ms. Any Davidson, Parent, Sky Country Elementary
Ms. Rose DeLosReyes, Parent, Sunnyslope Elementary
Mr. Brian French, Parent, Jurupa Middle School
Ms. Margaret Gentlemen, Parent, Mission Middle School
Mr. Robert Hernandez, Parent, Pacific Avenue Elementary
Ms. Michele Howse, Parent, Indian Hills Elementary
Mr. Pablo Lopez, Parent, Granite Hill Elementary
Ms. Stacy McBain, Parent, Preschool/Mission Bell Elementary
Ms. Judy Oliver, Parent, Troth Street Elementary
Ms. Ellen Raher, Staff, Camino Real Elementary
Ms. Nimia Reyes, Parent, Chapter 1 Preschool, West Riverside Elementary
Ms. Lucy Rogowcz, Parent, Preschool/Mission Bell Elementary

Staff members present:

Ms. Tina Brennan, Curriculum Coordinator, Ed Center
Ms. Lynne Ennis, Assistant Principal, Jurupa Middle School
Ms. Donna Henderson, Principal, Pacific Avenue Elementary
Mr. Walt Lancaster, Principal, Jurupa Middle School
Ms. Linda Lenertz, Director, Curriculum and Categorical Projects, Ed Center
Ms. Lupe Lopez, Bilingual Coordinator, Ed Center
Mr. Don Manzo, Principal, Mission Middle School
Ms. Luz Mendez, Title VII Coordinator, Ed Center
Mr. Memo Mendez, Principal, Stone Avenue Elementary
Ms. Teresa Moreno, Administrative Secretary, Ed Center
Mr. Gregg Nelsen, Research and Evaluation, Ed Center
Ms. Sonia Porter, Bilingual Resource Teacher, Ed Center
Ms. Patty Stark, Resource Teacher, West Riverside Elementary
Mr. John Wheeler, Principal, Rustic Lane Elementary

INFORMATION SESSION

FLAG SALUTE The committee members and staff attending participated in the flag salute to the United States of America.

ACTION SESSION

APPROVAL OF MINUTES FOR MEETING #1 Mr. Robert Hernandez moved for approval of the minutes for Meeting #1 on October 26, 1993.

Mr. Gregg Nelsen seconded the motion which carried unanimously.

**REVIEW
PROGRAMS
OFFERED
LIMITED
ENGLISH
PROFICIENT
(LEP)
STUDENTS**

Ms. Lupe Lopez, Bilingual Coordinator, and Ms. Sonia Porter, Bilingual Resource Teacher, gave a general description of the program design for LEP students in Jurupa Unified School District along with redesignation procedures. The proportion of LEP students has increased from 5% in 1987 to 17% in 1992. The goals for limited-English proficient students in our district are to develop fluency in English, to provide equal opportunity for academic achievement and to provide positive reinforcement of students' self-concepts and cross-cultural understanding.

The basic program requirements include having each LEP student receive daily, structured instruction in English language development specifically designed for the non-native speaker of English. Each LEP student with dominance in his/her primary language must receive daily, primary language instruction in language arts and mathematics. The purpose of this instruction is to sustain achievement in basic subject areas until the transfer to English is made. Each LEP student receives, as part of the District's program, instruction that promotes his/her self-concept and cross-cultural understanding.

Ms. Luz Mendez, Title VII Coordinator, outlined Project POWER (Providing Opportunities for Wonderful Educational Results) the Title VII Project Grant awarded Jurupa Unified last year. The program will assist the district in meeting the needs of LEP students in kindergarten through second grade. Materials will be developed to provide LEP students access to the curriculum through their primary language, Spanish; and POWER boxes, which will contain multi-media, hands-on curriculum and materials that integrate language arts, math and science and infuse critical thinking throughout. The staff development training plan includes performance-based/authentic assessment, thematic instruction, critical thinking and primary language instruction with an integrated curriculum of language arts, science and math.

**P.R.I.C.E.
PARENT
EDUCATION
CLASSES**

Positivity, Responsibility, Influence, Consequences, Encouragement (P.R.I.C.E.) parent training classes are being given to parents at no charge in English and Spanish at various elementary and middle school sites in our district. Ms. Virginia Schanz, Head Start/Preschool Nurse and P.R.I.C.E. trainer, gave an overview of the program which includes topics of Assertive Communication, Creating Positive and Negative Consequences, Setting Limits and Building Self-Esteem.

**PRESENTATION
ON CALIFORNIA
LEARNING
ASSESSMENT
SYSTEM (CLAS)**

Mr. Gregg Nelsen, Research and Evaluation, gave samples of the type of scoring done on the CLAS tests in comparison to the multiple choice type of test in the past. This testing process requires an extensive amount of writing and requires students to answer open-ended questions in an essay form.

The first portion of the 6th grade proficiency tests this year will include reading a story and writing the answers to open-ended questions. Second portion is working in a group and then students write answer to a prompt, and last, is a mathematics prompt.

ADJOURNMENT The meeting was adjourned at 10:35 a.m.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

DISTRICT ADVISORY COUNCIL FOR THE CONSOLIDATED APPLICATION

UNADOPTED MINUTES OF MEETING #3

March 23, 1994 - 9:00 a.m.
Rustic Lane Elementary School

CALL TO ORDER The third meeting of the District Advisory Council for the Consolidated Application was called to order by Ms. Linda Lenertz, Director, Curriculum and Categorical Projects, at 9:05 a.m. at Rustic Lane Elementary School.

ROLL CALL Elected District Advisory Council members present were:

Ms. Rose De Los Reyes, Parent, Sunnyslope Elementary
Ms. Judy Oliver, Parent, Troth Street Elementary
Ms. Amy Davidson, Parent, Sky Country
Ms. Michele Howse, Parent, Indian Hills Elementary
Ms. Irma Meins, Parent, Rustic Lane Elementary
Ms. Ellen Rahe, Staff, Camino Real Elementary

Staff members present:

Ms. Linda Dalton, Resource Teacher, Rustic Lane Elementary
Ms. Linda Lenertz, Director, Curriculum and Categorical Projects
Ms. Lupe Lopez, Bilingual Coordinator
Mr. Don Manzo, Principal, Mission Middle School
Mr. Memo Mendez, Principal, Stone Avenue Elementary
Ms. Teresa Moreno, Administrative Secretary
Mr. Gregg Nelsen, Resource Teacher, Sunnyslope Elementary
Mrs. Patty Stark, Resource Teacher, West Riverside Elementary
Mr. John Wheeler, Principal, Rustic Lane Elementary

Other members present:

Ms. Anala Carriollo, Parent, Granite Hill Elementary
Ms. Pat Flores, Parent, Rustic Lane Elementary
Ms. Brian French, Parent, Jurupa Middle School
Ms. Irma Reyes, Parent, West Riverside Elementary

ACTION SESSION

**APPROVAL OF
MINUTES FOR
MEETING #2**

Ms. Judy Oliver moved for approval of the minutes for Meeting #2 on January 12, 1994 and Ms. Michele Howse seconded the motion which carried unanimously.

INFORMATION SESSION

WELCOME

Mr. John Wheeler, principal at Rustic Lane Elementary, welcomed everyone to his school.

REPORT ON THE CALIFORNIA LEARNING ASSESSMENT (CLAS)

Mr. Gregg Nelsen gave a report on the performance levels of students in grades 4, 8 and 10 with a handout that highlighted Jurupa's results. Graphs reflecting the percentage of students who scored on a 1 to 6 scale by District, County and State were also distributed. Mr. Nelsen gave a sample open-ended problem used in CLAS testing so that parents and staff could have a better understanding of this type of assessment system. This year History/Social Science and Science at Grade 5 will be added to the CLAS testing schedule.

With a low level of 1-2 and high 5-6, our goal this year is to get as many of our students in the 4, 5 and 6 levels. Only 40 percent of the CLAS tests taken by students in our district were actually scored and reflected in the results.

PROGRAM QUALITY REVIEW (PQR)

Ms. Linda Lenertz outlined the goals and educational trends that support the new Program Quality Review process. The self-review process intent is to enable the entire school community to focus, through extensive discussion, on how the curriculum and instruction in their school can be improved so that all students in the school can be fully engaged in a high-quality thinking, meaning-centered curriculum.

Van Buren, Troth Street and Pacific Avenue are currently involved in the PQR process for 1993-94. Ina Arbuckle, Mission Bell, Pedley, Sky Country and Indian Hills are scheduled for review in 1994-95. Preparation begins with establishment of a leadership team, one curricular area is selected for in-depth review, sample student work is gathered and a strategic plan is developed. From observations made by the leadership team and consultant, a multiyear improvement plan is prepared for implementation.

SCHOOL PLAN WRITING

A new school plan format has been designed for school plan development this year. The schools identified for PQR review this year will be writing a new school plan in the new format. All other schools will be updating their plans. A "General Model" was distributed outlining general guidelines being used to develop the school site plans.

School Site Council members will be involved in the plan writing process as well as budget development.

COMPENSATORY EDUCATION FUNDING

The district receives State and Federal Compensatory Education funding for schools that are ranked according to State guidelines by the percentage of low-income students in their attendance area. Ms. Lenertz and Ms. Moreno reviewed with advisory members the State mandated guidelines used to rank schools based on free and reduced lunch percentages. The report indicated that the following schools qualify for these funds for the 1994-95 school year: Ina Arbuckle, Glen Avon, Granite Hill, Pacific Avenue, Pedley, Rustic Lane, Sunnyslope, Troth Street, Van Buren and West Riverside.

Due to a decrease in free and reduced percentage at Glen Avon, they will be "grandfathered" with one additional year of service.

District Advisory Committee
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HEARING SESSION

Mr. Manzo expressed the positive feelings his staff had when doing their Program Quality Review last year. He felt the process built a sense of collegiality.

ADJOURNMENT The meeting was adjourned at 10:45 a.m. The next meeting will be on June 1, 1994 at Ina Arbuckle Elementary from 9:00 to 11:00 a.m.

LL:tm
5.10.94

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