



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

## **AGENDA**

BOARD OF EDUCATION Sandra Ruane, President Mary Burns, Clerk John Chavez Holly Hanke Sam Knight  
SUPERINTENDENT Benita B. Roberts

**MONDAY, JUNE 19, 1995**

**WEST RIVERSIDE ELEMENTARY SCHOOL MULTI-PURPOSE ROOM**  
**3972 Riverview Drive, Riverside, CA 6:00 p.m.**

### **OPEN PUBLIC SESSION 6:00 P.M.**

Call to Order in Public Session

(President Ruane)

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

### **CLOSED SESSION - 6:00 P.M.**

The Board shall recess to Closed Session for the following purposes: To consider student disciplinary actions pursuant to Education Code Sections 35291, 48900 and 48915; Personnel Report #22; to discuss employment pursuant to Board Policy 5161; 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 Ruane, Mrs. Burns, Mr. Chavez, Ms. Hanke, Mr. Knight

Flag Salute

(President Ruane)

Invocation

(Mr. Chavez)

### **COMMUNICATIONS SESSION**

#### **1. Recognition**

a. Presentation of High School Yearbooks

(Mr. Taylor)

Students from Rubidoux High School and Jurupa Valley High School will present 1995 yearbooks to the Board of Education. Information only.

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

**b. Recognize Friday Night Live Chapter Activity**

(Mr. Taylor)

The Friday Night Live organization recently notified the district of a special award for efforts and accomplishment in creating and supporting an alcohol and other drug free lifestyle on their school campus. The recipients are as follows:

1. The students and faculty advisors at Jurupa Valley High School have been recognized as the 1995 Riverside County Friday Night Live Chapter of the Year.
2. Sylvia Rodriguez, a student at Jurupa Valley High School, has been selected to receive the 1995 Riverside County Spirit of Friday Night Live Award.
3. Teri Moran, faculty advisor at Jurupa Middle School, has been recognized as the 1995 Riverside County Club Live Advisor of the Year. Club Live is the middle/junior High School component of Friday Night Live.

Administration would like to recognize, and congratulate, Jurupa Valley High School's students and faculty advisors, Sylvia Rodriguez and Teri Moran for their accomplishments. Information only.

**c. Recognize a Jurupa Valley High School Student**

(Mr. Taylor)

The district was recently notified that Ms. Vanessa Tomlinson, a 10th grade student at Jurupa Valley High School, has been awarded a DeBoer-Rhufus German-American Scholarship. The scholarship will allow Ms. Tomlinson to participate in the Youth for Understanding International exchange Program in Germany for the 1995/96 school year. The basis for selection is based on academic standing, teacher recommendations and personal interviews. Ms. Tomlinson will attend high school in Germany and live with a German family for the year. She will return to Jurupa Valley High School for her senior year.

Ms. Tomlinson is the first full-year exchange student chosen from the Jurupa Unified School District. Administration would like to recognize Vanessa Tomlinson for this accomplishment. Information only.

**\* d. Recognize 1994/95 School Volunteers**

(Mr. Taylor)

Members of the Board of Education and administration wish to acknowledge publicly their gratitude to the hundreds of volunteers who have assisted school personnel in the conduct of the educational program during the 1994/95 school year. Volunteers have assisted in the classrooms, offices, libraries, field trip chaperons and in countless other ways. Those individuals who have worked twenty-five (25) hours or more will receive a certificate of award by their site principal. The names of recipients, by school site, are listed in the supporting documents. Information only.

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

### **e. Recognize Participants in Center for Civic Education Institute**

(Mrs. Roberts)

Diana Asseier and Neil Mercurius, Principal and Assistant Principal at Mira Loma Middle School, have been selected to receive a \$1,000 grant to attend an institute on "Principles and Practices of Justice on School Campuses," June 16-23, 1995 at Pepperdine University.

The institute will provide an opportunity for individuals responsible for school discipline, such as principals, assistant principals and deans of students, to study a special justice curriculum. As participants, they will receive training in establishing and evaluating fair and just policies and procedures within Mira Loma Middle School and the school district.

The course of study will include the examination of the concepts of authority and justice. Howard Friedman, Assistant General Counsel to the Los Angeles Unified School District, will address the topic "Authority and Justice Issues on School Campuses." Pearl West, former Director of the California Youth Authority, will speak on corrective justice. Other topics to be addressed by panels of local school leaders will include "race, religion, ethnicity, cultural, and linguistic diversity related to justice on school campuses," and "laws regarding interrogation and investigation of students."

As a result of attending the institute, Ms. Asseier hopes to establish a Fairness Issues Task Force at Mira Loma Middle School, and working with district personnel, form a Citizenship and Law-Related Education Advisory Committee in Jurupa. The purpose of both groups will be to design and implement effective and practical strategies for dealing with discipline procedures and safety issues. Information only.

## **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 Mission Bell Elementary School PTA wishes to donate \$200.00, with the request it be used for a sixth grade field trip.

Ms. Elaine Munneche, resident, wishes to donate \$50.00, with the request it be used for Mrs. Coleman's classroom at Pacific Avenue Elementary School.

The Rustic Lane Elementary School PTA wishes to donate \$848.93 to pay for materials needed for an outdoor concrete stage.

## **2. Administrative Reports and Written Communications** (Cont'd)

### **a. Accept Donations** (Cont'd)

(Mr. Edmunds)

The Sky Country Elementary School PTA wishes to donate \$800.00, with the request it be used for school supplies and laser disks.

The Wells Fargo Bank, Glen Avon Branch, wishes to donate \$1,500.00, with the request it be used to cover the cost of the Reading is Fundamental program at Sunnyslope Elementary School.

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

### **b. Written Communications and Administrative Reports**

(Mrs. Roberts)

## **3. Public Verbal Comments**

This communication opportunity is included on the agenda of each regular Board meeting so citizens can make suggestions or identify concerns about matters affecting the school district, or request an item on a future agenda. **California law states that there shall be no action on items not shown on the published Board agenda.**

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

## **4. Board Member Reports and Comments**

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

## **HEARING SESSION**

### **Public Hearing on Proposed District Budgets**

(Mr. Edmunds/Mrs. Lauzon)

Per Education Code Section 42127(h), the District must adopt a budget for each fund on or before July 1st. Prior to the adoption, a public hearing must be scheduled, at which time the public can address the Board on the proposed budgets.

President Sandra Ruane should formally open a hearing on the proposed budgets. After public comments or questions, the budget hearing should be formally closed. Board action to adopt the 1995/96 Budgets is scheduled as Agenda Item B.

In addition to the major annual operating budget called the General Fund, including its six subfunds, the District has other funds with annual budgets. These twenty-four funds are:



**Public Hearing on Proposed District Budgets** (Cont'd)

(Mr. Edmunds/Mrs. Lauzon)

290	Tax Override Fund
310	Van Buren Elementary School Modernization
320	Mission Bell Elementary School Modernization
330	Rubidoux High School Modernization
370	Mira Loma Middle School, Phase I
380	Stone Avenue Elementary School
390	Granite Hill Elementary School
401	Indian Hills Elementary School Improvements
403	Redevelopment Fund
410	Special Reserve Fund - Mira Loma Middle School
420	Peralta Elementary School
510	High School #3
550	Indian Hills Elementary School
600	Cafeteria Fund
610	West Riverside Elementary School Modernization
650	Jurupa Valley High School, Phase III
670	Mira Loma Middle School Addition
700	Child Development Fund
800	Adult Education Fund
900	Self-Insurance Fund
930	State Deferred Maintenance Fund
979	Capital Facilities Developer Fees
990	Capital Facilities - Developer Fees Interest
999	Capital Facilities CEQA

**ACTION SESSION**

\* **A. Approve Minutes of June 5, 1995 Regular Meeting**

Recommend approval as printed.

**B. Consider 1995/96 Financial Planning Matters**

\* 1. **Review and Adopt 1995/96 Budgets for Special Funds** (Mr. Edmunds/Mrs. Lauzon)

In addition to the General Fund, the District operates another twenty-four funds. These budgets have been included in the supporting documents. The 'J' number refers to the particular form designated by the State for use in the budget preparation.

- Adult Education (J-202)

The budget projects the same level of activity as in 1994/95

- Cafeteria Fund (J-203)

This budget has been prepared using projected student participation, the cost of goods and services, and State and Federal reimbursement slightly less than in 1994/95

**B. Consider 1995/96 Financial Planning Matters (Cont'd)**

\* 1. Review and Adopt 1995/96 Budgets for Special Funds (Cont'd) (Mr. Edmunds/Mrs. Lauzon)

- Child Development Fund (J-204)

This fund is used for income and expenditures for the State Preschool Program. Additional funding is uncertain at this time, and activity has been budgeted at about the same level as 1994/95

- Deferred Maintenance Fund (J-205)

State support is projected to remain approximately the same as in 1994/95, and the expenditures for maintenance of District property from this fund have been budgeted according to the State approved Deferred Maintenance Plan. Expenditures are planned for lead abatement, roofing, asphalt paving and painting.

- Capital Facilities Fund, Capital Projects (J-217)

Income in this fund is from Developer Fees. This revenue is used for portable rental payments and facility related expenditures.

- State Lease-Purchase Funds (J-218)

These budgets represent money allocated by the State to construct or modernize schools, and the District is required to prepare a separate fund budget for each project. To reduce copying time and costs, and because the funds may only be spent for construction or modernization, a budget summary of the 12 funds is included. The active projects are: Peralta Elementary School, Mira Loma Middle School (Phase II), Modernization of Van Buren Elementary and Rubidoux High Schools.

- Special Reserve Fund, Capital Projects (J-219)

This fund combines two separate budget activities:

- a) Donations to improve Indian Hills Elementary School
- b) Redevelopment funds used for facility related expenditures and major capital outlay.

- Tax Override Fund (J-227)

This provides the repayment to the State for the special education facility at Ina Arbuckle Elementary School. Income is derived from tax collections and from the County Office of Education.

- Self-Insurance Fund (J-236)

This fund was established by Board resolution in January of 1990 to provide for the District's Self-Insurance for Property and Liability.

## **B. Consider 1995/96 Financial Planning Matters** (Cont'd)

- \* 1. Review and Adopt 1995/96 Budgets for Special Funds (Cont'd) (Mr. Edmunds/Mrs. Lauzon)

The Summary Reviews required by the State for these funds are included in the supporting documents.

Administration recommends the Board adopt the 1995/96 Special Funds Budgets as presented.

- \* 2. Review and Adopt 1995/96 General Fund Budget (Mr. Edmunds)

On February 6, 1995, the 1995/96 Preliminary Budget Projection was presented to the Board. Since that time, revised 1994/95 Ending Balance projections that would affect the 1995/96 Beginning Balance have been reported in the Second Interim (March 20, 1995 Board Meeting) and Third Interim (May 15, 1995 Board Meeting) Financial Reports. In addition, the Third Interim Financial Report contained a revised budget projection for 1995/96 in response to a request for this information by the Riverside County Office of Education. The 1995/96 General Fund Budget as presented for adoption this evening is substantially the same as the 1995/96 Budget Projection contained in the Third Interim Report. However, as is usual during the budget development process, a number of miscellaneous adjustments to revenues and expenditures have been made. The most significant adjustments since the Third Interim Report will be addressed in this summary. The supporting documents include a revised set of Revenue and Expenditure Assumptions used to generate the budget in conjunction with staffing and supply allocation formulas. A copy of the J-201 Budget summary is also included in the supporting documents. A detailed budget document has been prepared and submitted to the Board under separate cover.

The **Beginning Balance** for 1995/96 is the Ending Balance for 1994/95 carried over into the new fiscal year. The estimated Unrestricted Beginning Balance is \$3,126,654, which is \$10,431 more than the previous Preliminary Budget Projection. The estimated Restricted Beginning Balance has decreased by \$40,000 to a total of \$523,999 due to higher than estimated 1994/95 expenditures in the GATE program.

**Revenue** has been projected using an enrollment of 17,180 students, which is the same as the enrollment projection used for the Preliminary Budget. This projection represents an increase of about 300 students (1.78%) over the current year.

Based upon the most recent information available from the State, the Revenue Limit COLA has been increased from 2.21% to 2.73%. Restricted revenue in several categorical programs including DATE, Mentor Teacher, JTPA and Vocational Education has been reduced until funding can be confirmed. With these adjustments, Total Revenue for 1995/96 is projected to be \$67,704,732, a reduction of \$384,780 from the Preliminary Budget.

Adding the Beginning Balance to Total Revenue results in **Total Resources** of \$71,355,385, which is \$414,349 less than the Preliminary Budget Projection.

**Expenditures** have been reduced by \$437,951, primarily as a result of reductions in categorical programs corresponding to revenue reductions.

**B. Consider 1995/96 Financial Planning Matters (Cont'd)**

\* **2. Review and Adopt 1995/96 General Fund Budget (Cont'd)**

(Mr. Edmunds)

Comparing Total Resources to Total Expenditures, the District's Unrestricted Reserve for 1995/96 is estimated to be about \$2,432,364, or 3.53%. This reserve level is adequate as compared to the 3% Reserve required by the State. However, it should be noted that the District is projected to deficit spend almost \$1 million in 1995/96.

The supporting documents also include the **School District's Criteria and Standards for Budget Review**. The Criteria and Standards Review requires an analysis and explanation of various components of the District's Budget in relation to criteria and standards developed by the State. The proposed 1995/96 Budget meets all applicable standards, and we anticipate no problems in getting approval of the County Office.

As a final note, it is necessary to caution that these budget figures should be viewed as tentative in nature. The State Budget Act has not yet been adopted, and several issues that could impact the District's funding remain unresolved. During the course of the summer, the Business Office will continue to monitor factors that will impact the Budget, including the State Budget Act, revenues and expenditures, the actual ending balance (which will be known in August), etc. Most of this information will be known with more certainty in September, at which time a status report will be given to the board.

Administration recommends the Board adopt the 1995/96 General Fund Budget as presented.

**C. Consider Expansion of Student Board Ambassadors' Program**

(Mrs. Roberts)

Elementary and middle school principals were very receptive to Mr. Knight's suggestion that a report from one elementary or middle school student be added to the student ambassador reports at Board meetings. This would mean that at every school board meeting, three students would make a presentation (one elementary/middle school student and two high school students).

After discussion, the Board may wish to decide whether to expand the Student Board Ambassadors' program to include a report from one representative from an elementary or middle school on a rotational basis at each Board meeting.

\* **D. Approve Grant Proposal for a Model Learning Career Center**

(Mr. Taylor)

Nueva Vista High School is requesting permission to submit a grant, in cooperation with Riverside County Regional Occupational Program, Jurupa Unified School District Independent Studies Program, Adult Education, and Job Training Partnership Act, in the amount of \$121,196 to establish a Model Learning Career Center. The center will be housed in a classroom on the Nueva Vista campus. The center will provide G.E.D. study and preparation, and valuable vocational training and skills. The target group for our Model Center will consist of sixty or more students who are at risk yearly for dropping out of school.

**D. Approve Grant Proposal for a Model Learning Career Center** (Cont'd)

(Mr. Taylor)

The plan is to identify students by reviewing school and district records. Those students with insufficient credits to graduate will be given the opportunity to enroll in the center. The center will operate for two hours in the morning session and two hours in the afternoon session. There will be approximately 30 students enrolled in each session. The center will be staffed by one full-time instructor and a part-time aide. Within each two-hour period, students will be scheduled into a variety of activities designed to place an emphasis on job preparedness and the passing of the G.E.D. examination. Our methods and resources will include direct teacher instruction, individual tutoring, cooperative learning groups, peer coaching, and a computer learning system, WASATCH, which will provide G.E.D. preparation along with interactive communication skills and basic skills for employment. The students will be monitored by the teacher at their work sites and vocational training classes.

Administration recommends that the Board approve the submittal of the grant proposal for a Model Learning Career Center in the amount of \$121,196 to be used to establish the program on Nueva Vista's campus.

**E. Approve Purchase of Playground Equipment for West Riverside Elementary School Head Start/Preschool Program**

(Mr. Edmunds)

The Head Start/Preschool Program was awarded a grant of \$30,092.00 for the development, purchase and installation of a playground for the West Riverside site. The playground will consist of a tricycle track, matting and transfer station to meet ADA requirements, slides and various climbing apparatus and sunshades.

The District Maintenance Department has prepared the site and provided the necessary concrete work and will install the fencing after the playground equipment is delivered and installed.

Request for proposals for the play equipment were obtained from three companies as follows (all quotes include equipment, freight, taxes and installation):

<b>Pacific Design, Huntington Beach</b>	<b>\$19,220.63</b>
Dave Bang and Associates, Tustin	\$17,329.59
Wakefield and Co., Irvine	\$22,260.00

The proposal submitted by Dave Bang and Associates was rejected since it did not meet District specifications. Their proposal did not include the necessary large sunshade called for in our request for proposals.

Administration recommends the Board accept the proposal submitted by Pacific Design and authorize the issuance of P.O. #85500 in the amount of \$19,220.63 to cover the purchase and installation of the playground equipment for this project.

**F. Approve Purchase of a Mini-Van for the Head Start/Preschool Program** (Mr. Edmunds)

The Head Start/Preschool Program is requesting authorization to purchase a mini-van for the program use out of Headstart/Preschool funds.

The Purchasing Department requested quotes from five local dealers. Four of the dealers submitted quotes on seven different vans as follows:

<u>Dealer</u>	<u>Type of Van</u>	<u>Amount</u>
<b>Riverside Chevrolet</b>	<b>1995 Astro Van</b>	<b>20,837.31</b>
Riverside Chevrolet	1995 Lumina	18,527.87
Raceway Ford	1994 Aerostar	20,344.00
Raceway Ford	1995 Aerostar	23,224.00
Hemborg Ford	1995 Aerostar	22,965.81
Moss Dodge	1995 Grand Caravan	21,403.76
Moss Dodge	1995 Grand Caravan	22,273.84

All of the above bid prices include tax, license and documentation fees.

The quotes on the Ford Vans include a \$1,000 rebate that dealers indicated would end on June 3, and could not guarantee there would be a rebate program available in late June. Without the rebate, we would have to add \$1,000 to the Ford quotes.

The quote on the Lumina Van, while the overall low bid, did not meet specifications. The Lumina had a 3.1 liter V-6 engine instead of the minimum 4.0 that was requested. It also did not include a four-speed automatic with overdrive transmission or dual air conditioning. The Riverside Chevrolet quote for the Astro Van met all requirements and they could guarantee the price for an order placed in late June.

Administration recommends the Board approve the purchase of a 1995 Astro Van from Riverside Chevrolet and authorize the issuance of Purchase Order #85570 in the amount of \$20,837.31.

**\* G. Approve 1995-97 GATE Program Application** (Mr. Mendez)

The Gifted and Talented Education (GATE) Program is a categorical program authorized in Education Code Sections 52202 et. seq., and Title 5 Regulations Sections 3820 et. seq. The intent of this funding is to provide unique opportunities for K-12 students who are identified as gifted and talented. GATE funding is available to districts to support the identification of students who are gifted and talented, and the provision of advanced learning opportunities to these identified students.

Administration recommends that the Board approve submittal of an application for a two-year Gifted and Talented Education (GATE) grant.

\* **H. Review and Approve Consolidated Application School Level Plans**

(Mr. Mendez)

Schools receiving categorical funds covered by the Consolidated Application are required to design programs for the use of these funds. Programs included in these plans are: School Improvement, Chapter 1, EIA Compensatory Education, and EIA Bilingual Education. School level plans must also contain a description of how they will serve students with special needs and gifted and talented students. Five sites: Ina Arbuckle, Mission Bell, Pedley, Sky Country and Indian Hills participated in the Program Quality Review process this year and are submitting new school level plans with major revisions. All other school level plans have been updated to reflect information regarding student achievement and changes in priorities. Copies of school level plans have been presented to Board members. Plan summaries and local annual reviews are included in the supporting documents.

Administration recommends that the Board approve the school level plans for the 1995/96 school year.

**I. Hear and or Approve 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.

**J. Act on Student Discipline Cases**

(Dr. Hendrick)

- \*\* 1. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #95-073 for violation of Education Codes 35291 and 48900 (a & k) for the current semester and the semester following.
- \*\* 2. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #95-075 for violation of Education Codes 35291 and 48900 (c, d & k) for the remainder of the current semester.
- \*\* 3. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #95-076 for violation of Education Codes 35291 and 48900 (a, c & k) for the current semester and the semester following.
- \*\* 4. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #95-077 for violation of Education Codes 35291 and 48900 (c & k) for the current semester and the semester following.
- \*\* 5. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #95-078 for violation of Education Codes 35291 and 48900 (c & k) for the current semester and the semester following.
- \*\* 6. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #95-079 for violation of Education Codes 35291 and 48900 (c & k) for the remainder of the current semester.
- \*\* 7. The Administrative Hearing Panel recommends the readmission of the pupil in Discipline Case #95-041 to the schools of the Jurupa Unified School District.

## **K. Act on Personnel Matters**

- \* 1. Approve Personnel Report #22 (Mr. Campbell)

Administration recommends approval of Personnel Report #22 as printed subject to corrections and changes resulting from review in Closed Session.

## **L. Approve Routine Action Items by Consent**

Administration recommends the Board approve Routine Action Items L 1-13 as printed.

- \* 1. Purchase Orders (Mrs. Lauzon)
- \* 2. Disbursements (Mrs. Lauzon)
- \* 3. Agreements (Mr. Edmunds)
- \* 4. Monthly Payroll Disbursements (Mrs. Lauzon)
- \* 5. Resolution #95/21. Authorize Appropriation Transfers Within the General Fund

(Mrs. Lauzon)

For the past nine years, the Board has authorized Business Services to make appropriation transfers for General Fund budgets in amounts of \$200 or less. In many instances, these transfers are related to instructional allocation amounts, the totals for which may not be exceeded. Numbers of staff positions are not affected.

Administration is again requesting the Board to allow Business Services staff to process appropriation transfers to conform to the criteria contained in the resolution. Authorization will reduce paperwork and will approve timeliness of business transactions. The Board will continue to receive financial reports that show the results of appropriation transfers made by Business Services staff.

Administration recommends the Board adopt Resolution 95/21. Authorize Appropriation Transfers for General Fund Budgets for the 1995/96 fiscal year.

- \* 6. Resolution #95/22. Authorize Appropriation Transfers for Categorically Funded Programs

(Mrs. Lauzon)

For the past nine years, the Board has authorized Business Services to make appropriation transfers for categorically funded projects as needed. These projects are based on a formula allocation to sites and/or are based on specific site amounts as contained in the original applications for funding. Expenditures must conform to program requirements provided by the donor. Appropriation totals by site do not change after they are established originally, but transfers are sometimes necessary in order to meet goals.

In order to expedite processing of appropriation transfers, administration is again requesting the Board to allow Business Services staff to make transfers in categorical program budgets without further submission of specific transfers to the Board. The Board will continue to receive financial reports showing actual expenditures for categorical projects.

Administration recommends the Board adopt Resolution 95/22. Authorize Appropriation Transfers for Categorically Funded Projects for 1995/96 fiscal year.



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

- \* 7. Resolution No. 95/24, Resolution for Expenditure of Excess Funds (Mrs. Lauzon)

Throughout the school year, the Business Office monitors and adjusts the District's various budgets with respect to both revenue and expenditures. Changes in revenue result from grant applications, increased funding, adjustments to ADA, apportionment reductions, etc.

The method by which the revenue side of the budget is adjusted is to adopt a Resolution for Expenditure of Excess Funds. In this action the Board approves adding revenue to the budget for various purposes. Since the budget was revised on May 15, 1995, the District has received revenue adjustments in the amount of \$58,816 as identified below. This revenue is restricted in its use and offsetting expenditures are budgeted in these funds.

**RESTRICTED**

**Special Projects - Fund 101**

Mentor Teacher Program	\$10,507
Drug Free Schools	10,101
Agricultural Education Incentive Grant	<u>1,000</u>
	21,608

**Other Restricted - Fund 103**

Pupil Textbook and Instructional Materials Incentive Act	29,232
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**Child Development - Fund 700**

State Preschool (Instructional Materials)	7,976
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**TOTAL** **\$58,816**

**Adult Education - Fund 800**

Administration recommends that the Board adopt Resolution #95/24, for Expenditure of Excess Funds.

- \* 8. Approve Non-Routine Field Trip Request From Rubidoux High School (Mr. Taylor)

Mr. Vince Rosse, Teacher at Rubidoux High School, is requesting permission to travel with eleven (11) students to Visalia, CA on Thursday, June 22 through Friday, June 23, 1995. The purpose of the trip is to tour the Jostens Production Plant in order to develop an understanding of the yearbook production. Travel will be by district and personal vehicles and lodging will be provided by Jostens. All costs will be paid through student activities. Supervision will be by staff and parent volunteers. Administration has indicated that students will not be prohibited from attending this activity due to lack of funds. A copy of the Non-Routine Field Trip Request is included in the supporting documents.

It is recommended that the Board approve the Non-Routine Field Trip Request from Mr. Vince Rosse to travel with eleven (11) students to Visalia, CA on Thursday, June 22 through Friday, June 23, 1995 to tour the Jostens Production Plant.

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

- \* 9. Approve Non-Routine Field Trip Request From Rubidoux High School (Mr. Taylor)

Colonel William Carroll, Teacher at Rubidoux High School, is requesting permission to travel with twenty-two (22) students to Phoenix, Arizona on Friday, August 18 through Thursday, August 24, 1995. The purpose of the trip is to participate in the VFW National Drill and Color Guard Championships. Supervision will be provided by staff, travel will be by district vehicles and all costs will be paid through the JROTC Account.

It is recommended that the Board approve the Non-Routine Field Trip Request from Colonel William Carroll to travel with twenty-two (22) students to Phoenix, Arizona on Friday, August 18 through Thursday, August 24, 1995.

- \* 10. Approve Non-Routine Field Trip Request From Jurupa Valley High School (Mr. Taylor)

Mr. Gary Clem, Teacher at Jurupa Valley High School, is requesting permission to travel to the "Rim of the World High School in Lake Arrowhead, CA with thirteen students on Saturday, July 22 through Sunday, July 23, 1995. The purpose of the trip will be to participate in a girls' basketball tournament.

Supervision will be provided by staff and parent volunteers. Travel will be by district vehicles, meal and lodging accommodations will be in the gym on the campus of Rim of the World High School and costs will be provided by students through fundraisers. Administration has indicated that students will not be prohibited from attending this activity due to lack of funds. A copy of the Non-Routine Field Trip Request is included in the supporting documents.

It is recommended that the Board approve the Non-Routine Field Trip Request from Mr. Gary Clem to travel with thirteen (13) students to Lake Arrowhead on Saturday, July 22 through Sunday, July 23, 1995 to participate in a girls basketball tournament.

- \* 11. Approve Non-Routine Field Trip Request From Rubidoux High School (Mr. Taylor)

Mr. Vince Rosse, Teacher at Rubidoux High School, is requesting permission to travel with eleven (11) students to Lake Arrowhead, CA on Monday, August 21 through Friday, August 25, 1995. The purpose of the trip is to participate in an instructional camp for yearbook editors. Activities will include learning new techniques in production and develop new themes for the yearbook. Transportation will be by district vehicles and meals and accommodations are arranged through Jostens, the camp sponsor. Administration has indicated that students will not be prohibited from attending this activity due to lack of funds. A copy of the Non-Routine Field Trip Request is included in the supporting documents.

It is recommended that the Board approve the Non-Routine Field Trip Request from Mr. Vince Rosse to travel with eleven (11) students to Lake Arrowhead on Monday, August 21 through Friday, August 25, 1995 to participate in an instructional camp for yearbook editors.

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

- \* 12. Approve Non-Routine Field Trip Request From Jurupa Valley High School (Mr. Taylor)

Mr. Gary Clem, Teacher at Jurupa Valley High School, is requesting permission to travel to Honolulu, Hawaii on Thursday, August 3 through Thursday, August 10, 1995 with approximately twelve (12) students. The purpose of the trip is to culminate four years of participation on the Jurupa Valley's Girls Basketball team. Activities will include sight seeing, bike riding, swimming and basketball. All costs for the trip, including transportation, lodging and meals will be provided through fundraisers; supervision will be by staff and parent volunteers. Administration has indicated that students will not be prohibited from attending this activity due to lack of funds. A copy of the Non-Routine Field Trip Request is included in the supporting documents.

It is recommended that the Board approve the Non-Routine Field Trip Request from Mr. Gary Clem to travel with twelve (12) students to Honolulu, Hawaii on Thursday, August 3 through Thursday, August 10, 1995.

- \* 13. Approve Non-Routine Field Trip Request From Rubidoux High School (Mr. Taylor)

Mr. Vince Rosse, Teacher at Rubidoux High School, is requesting permission for eleven (11) editors of the yearbook staff at Rubidoux High School to attend a training camp at his home on Friday, June 23 through Sunday, June 25, 1995. The purpose of the camp is to participate in training to begin the process of producing the 1995/96 yearbook. Any costs incurred will be paid through the yearbook sponsor funds. Supervision will be provided by staff and volunteers. Administration has indicated that students will not be prohibited from attending this activity due to lack of funds. A copy of the Non-Routine Field Trip Request is included in the supporting documents.

It is recommended that the Board approve the Non-Routine Field Trip Request from Mr. Vince Rosse for eleven (11) students to attend the yearbook training camp on Friday, June 23 through Sunday, June 25, 1995.

**M. Review Routine Information Reports**

- \* 1. Hear Report on Comprehensive Teacher Education Institute (CTEI) Grant (Mr. Taylor)

The district was recently notified of a continuing award of a \$90,000 cooperative grant to work with the School of Education at the University of California, Riverside in continuing partnership. The major portion of the grant is budgeted for a project director from the university and clerical/secretarial costs associated with the program.

As we have reported in the past, Comprehensive Teacher Education Institute (CTEI) involves cooperation between secondary classroom teachers, UCR School of Education faculty and faculty in other disciplines such as the social sciences, natural sciences and the humanities.

A copy of the General Assurances of the grant is included in the supporting documents.  
Information only.

**M. Review Routine Information Reports (Cont'd)**

\* 2. Review 1994/95 Elementary School Retentions

(Mr. Taylor)

Information regarding retentions for the 1994/95 school year is included in the supporting documents.

Districtwide, twenty-five (25) K-6 students have been recommended for retention: 56%, or fourteen, of the retained students are in kindergarten and 20%, or five, students are in the first grade. Information only.

3. Hear Follow-Up Report on Proposal for Chicano Studies

(Mr. Mendez)

At the April 17, 1995 Board meeting, a status report on the request to offer Chicano Studies was presented. Since that time, administration has met with a committee consisting of students, parents and teachers from both comprehensive high schools to discuss the matter of offering a Chicano Studies/Ethnic Studies course. Dr. Carlos Cortes, a former professor of history of the University of California, Riverside, and nationally known consultant on multi-cultural education, provided information for the committee from his extensive background work in this area.

Board members have expressed an interest in knowing the number of students at both comprehensive high schools indicating an interest in taking a course of this nature. Jurupa Valley High School indicated that a total of 20 students expressed an interest (3 in 9th grade, 11 in 10th grade, and 6 in 11th grade). Rubidoux High School had a total of 26 interested students (5 in 10th grade, 9 in 11th grade, and 12 in 12th grade). Generally, courses need to have an enrollment of at least thirty students to be offered. Given the small number of students indicating an interest, administration has determined that it is not feasible to offer such a course during the 1995-96 school year.

Members of the committee suggested that administration consider allowing students with an interest in such a course to engage in an Independent Studies course and work with teachers to develop a curriculum that could be considered by the Board at a future date. The goal is to ensure that any course offering has academic quality and integrity. Therefore, students who have expressed an interest in Chicano Studies will be allowed to work with teachers on an independent basis to explore areas of interest in-depth. Information only.

\* 4. California Safe Schools Assessment

(Dr. Hendrick)

Board members will recall that in 1994, the Legislature and the Governor directed the California Department of Education to suspend the School Crime Reporting Program statewide for one year and to revise the reporting procedures. The program will restart with new data collection procedures on July 1, 1995.

**M. Review Routine Information Reports (Cont'd)**

\* 4. California Safe Schools Assessment (Cont'd) (Dr. Hendrick)

The new California Safe Schools Assessment (CSSA) program is designed to provide information to individual schools, as well as school districts, to assist in developing an understanding of the most pressing crime and safety issues confronting students, teachers and administrators. The information to be reported is defined in California statutes. This information is to be reported monthly by individual schools to the district office and a bi-annual report will be filed with the Butte County Office of Education, which is serving as the official department charged with the responsibility of coordinating this program for the State Attorney General's Office and the Superintendent of Public Instruction. The Administrator of Student Support Services, Dr. Bill Hendrick, will supervise data collection for the district. A copy of the new CSSA's reporting form is included in the supporting documents. Information only.

5. Hear Report Regarding 1995 Board Scheduling (Mrs. Roberts)

Board members should note that during the 1994-95 school year, several meetings have been held at school sites to accommodate staff and other community members wishing to attend. This practice deviated from our previous plan, which called for Board meetings to be held at four school sites during the school year. Unless the Board directs otherwise, we will plan to resume meetings in the Board Room and select four sites for meetings during the 1995/96 school year. Information only.

6. Pending Report - Proposal for Grant Writer

ADJOURNMENT

**VOLUNTEERS**  
**1994/95**

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Linda Antoine  
Evelyn Amaya  
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Kristee Bedgood  
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Kim Brown  
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Kelly McIntosh  
Don McWhorter  
JoAnn Niederman  
Kim Orwin  
Shannon Paikai  
Lorraine Page  
Irasema Perez  
Debbie Perkins  
Janice Pellegrin  
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Ursula Picou  
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 Sherry Reagle  
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 Sherrie Saterfield  
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 Blanca Tapia  
 Shirley Van Cleave  
 Blanca Vazquez  
 Maria Venegas  
 Sarah Wilson  
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Peggy Staffel  
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Candy Thomas  
Mary Thomas  
Jennie Thompson  
Jill Trachy  
Amber Umstot  
Virginia Valenzuela  
Linda Valenzuela  
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Charlene VanDyke  
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Brenda Patterson  
Marcy Pekar  
Monica Perry

Lora Rexroat  
Laura Roberts  
Lorraine Robles  
Debbie Rodriguez  
Philipa Ruiz  
Mary Sanchez  
Noemi Saucedo  
Char Sevensind  
Kitty Smith  
Silvia Solis  
Cindy Stephens  
Olivia Tovar  
Mrs. Viafora  
Shannon Wagoner  
Elizabeth Weeks  
Teresa West  
Kim Wheeler  
Patti Williams

### TROTH STREET

Theresa Adkins  
Cynthia Barefield  
Patricia Behnke  
Mike Borough  
Paula Debie  
Sharon Di Vincenzo  
Karen Elliott  
Laura Espinoza  
Dianne Force  
Rebecca Garcia  
Lisa Gomez  
Antonia Gonzalez  
Martha Hernandez  
Maria Hernandez  
Pam Johnson  
Laura Kodis  
Teresa Lester  
Elvia Macias  
Darrin Martin  
Elizabeth Mauldin  
Robertta Mclaughlin  
Lani Montgomery  
Sonia Munoz  
Renee Nussman  
John Ortiz  
Denise Ortiz  
Marie Palafox  
Kimberly Payne  
Susanne Perla  
Trina Rodriquez

Maria Rojas  
Alma Sanchez  
Ron Wnuk

#### **VAN BUREN**

Sherry Abrams  
Dr. Adelle Beck  
Helen Aguirre  
Jeff Albaugh  
Lucy Amantez  
Mike Amos  
Eileen Amos  
Medeiley Ancoch  
Audrey Anders  
Alma Armenta  
Mary Backes  
Kathy Barnett  
Barbara Bergstrom  
Shelly Blakemore  
Susan Bowers  
Carie Briscoe  
Consuello Brittain  
Shanna Bryant  
Rebecca Buckhoff  
M. Burkhardt  
Mary Burns  
Heidi Burns  
Rachel Camacho  
Julie Carrigan  
Roger Carroll  
Arturo Castillo  
Margarita Castillo  
Irene Ceja  
Angel Chacon  
Marlo Cheney  
Yeun Chug  
Cindie Cleveland  
Vicki Cole  
Janie Colgate  
Tina Corrella  
Daphne Couturier  
James Craig  
Ryoko Craig  
Donna Crispin  
Lori Curles  
Aimee Curles  
Debbie Dallman  
Veronica Darby  
Jimmy Davis

Catalina de Gomez  
Ma de la luz Monetes  
Stephen DeStefano  
Margarita Diaz  
Michael Dickson  
Dynthia Durazo  
Teresa E. Garcia  
Mr. Echols  
Bettie Edwards  
Lori Elissen  
Stella Espinoza  
Wendie Estrada-Fernandez  
Frank Ewins  
Brian Fetterman  
Cindy Fiechter  
Maria Flores  
Tricia Fuerte  
Elsa Garcia  
Jesse Garcia  
Sonia Garcia  
Terry Garcia  
Kerri Gerber  
Susan Giles  
B. Gillent  
Tiffany Gillian  
Eric Greenwald  
Georgette Gregg  
Laura Gutierrez  
Frank Hacksaw  
Kevin Halling  
Pam Halling  
Tim Hampson  
Donna Hank  
Holly Hanke  
Diana Hanson  
Kevin Harrison  
Ann Height  
Tim Hempro  
Bev Hickman  
Keith Himara  
Charlene Holle  
Buddy Holt  
Sue Holt  
Tammy Hop  
Lynn Hummel  
Bonnie Jara  
Dr. Jean Lowry  
Paula Jefferson  
Dan Jensen  
Araceli Jimenez  
Karma Johnson

Stacy Johnson  
Shawna Jones  
Olga Jones  
Andrea Kim  
Lisa Korick  
Valerie Kusnier  
Denesha Lechleiter  
Patti Lee  
Jean Leonard  
Lydia Lerma  
Lori LeRoy  
Jeremy Leslie  
Amy Logan  
Debbie Long  
Roxanne Louk  
Mike Lowes  
David Lucero  
Heather Lynch  
Gina Mangiapelo  
Jennifer Marlea  
Melissa Marrow  
Donna Mast  
Celeste Matoy  
Robbin Matoy  
Jeanne Matsumoto  
Carrie McFarland  
Leticia Mendoza  
Jim Moreno  
Janette Moreno  
Pat Moreno  
Athena Morton  
Kathi Munoz  
Rudy Navarrete  
Shari Navarrete  
Kameron Negron  
Esperanza Nunez  
Lyn Olson  
Angelina Ortega  
Ron Paquette  
Jan Paradies  
Paulina Pardo  
Chan Park  
Lisa Parker  
Ruby Parker  
Shelley Penrod  
Lidia Perez  
Priscilla Ponce  
David Poor  
Vera Porras  
Freida Posada  
Rhonda Powell

C. Quintumble  
J. R. Hertz  
Anita Ragland  
Sandra Rainey  
Sandra Reilly  
Colleen Reily  
Marie Reinalda  
Bob Reinalda  
Dave Reinalda  
Joyce Reisner  
Denise Reneau  
Cindy Rich  
Dommie Roatl  
Yamecha Roberson  
Elaine Roberts  
Leah Robinson  
Martha Rocha  
Jackie Rogers  
Maria Roman  
Jerry Roper  
Sam Roper  
Amalia Rosiles  
Frank Ruane  
Sandra Ruane  
Esther Rubalcava  
Gladys Schrom  
Marlene Schulz  
Brenda Scutt  
Francis Seca  
Debbie Shonkwiler  
Marlena Shultz  
Linda Slocum  
Gayelynn Smith  
Douglas Smith  
Rachel Smith  
Susie Solelo  
Ken Steward  
Peggy Taken  
Norma Teagarden  
Gail Thoner  
Phil Thoner  
Terry Todd  
Tina Torres  
Belva Tubundle  
Elaine Uribe  
Elizabeth Valenzuela  
Margie Vanek  
Debbie Velaria  
Donna Verweil  
Clark Vetter  
Ginger Vetter

Carmen Villalobos  
Cathy Villamo  
Debbie Villarin  
Michele Voelker  
Herman Voelker  
Kristy Walter  
Linda White  
Patsy Wiegert  
Karen Wilson  
Charlie Wissar  
Sherry Wood  
Dennis Yneguan  
Kym Ziegler

#### **Student Volunteers**

Justin Baylis  
Richard Crispin  
Kyle Fiechter  
Leeann Ingels  
Debbie Langdale  
Heidi Lechleiter  
Antoinette Moreno  
Jared Paul  
Linda Roper  
Griselda Sandoval  
Donovan Vanek

#### **Healthy Start**

Elsa Acosta  
Lourdes Beltran  
Craig Beres  
Marie Carmichael  
Teresa Carrillo  
Jesse Christopulos  
Bob Clover  
Manuela Contreras  
Rocio Coria  
Anita Cuevas  
Mark Davis  
Maria De Jesus Gamero  
Maria De La Cruz  
Irene Delfin  
Margarita Diaz  
Sharon Dillon  
Russ Eldridge  
Maria Flores  
Teresa Garcia  
Catalina Gomez  
Pilar Gonzales  
Maru Guerrero  
Guadalupe Hernandez

Lourdes Hernandez  
Juana Hernandez  
Barbara Hernandez  
Araceli Jimenez  
Debra Kimble  
Gina Lara  
Shelley LeMaster  
Rosa Limon  
Adela Lopez  
Lulu Magana  
Elvira Martinez  
Edith Martinez  
Rosa McGrath  
Librada Mendoza  
Silvia Miranda  
Karen Monge  
Lucy Montes  
Esperanza Nunez  
Richard Olivares  
Josefina Perez  
Yolanda Placencia  
Priscilla Ponce  
Caridad Reyes  
Matha Rocha  
Maria Roman  
Ana Bertha Rosales  
Camila Rosales  
Amalia Rosiles  
Paul Rout  
Esther Rubvalcava  
Aurora Ruiz  
Karla Sanchez  
Cristela Serrano  
Guadalupe Sotelo  
Carol Spooner  
Teresa Vargas

#### **WEST RIVERSIDE**

Gloria Aguirre  
Maria Alba  
Mercedes Alva  
Margarita Ascencio  
Anita Baiel  
Columba Banuelos  
Ben Bennett  
Paula Bennett  
Autumn Bolton  
Kathy Burton  
Diane Buterbaugh  
Maura Cardenas

Guadalupe Caro  
Michelle Christman  
Yolonda Delrio  
Ana Maria Diaz  
Sandra Emmert  
Magda Estrada  
Veronica Frias  
Dolores Garcia  
Jorge Garcia  
Maria Guzman  
Maria Hernandez  
Guadalupe Ibarra  
Lena Iverson  
Tricia Jacobs  
Romila Jimenez  
Donna Johnson  
Kim Johnson  
Jennifer Kneezle  
Debra McKinley  
Delia Merino  
Gene Miller  
Julia Munoz  
Norma Najera  
Maria Ortega  
Belin Payan  
Patsy Payan  
Ester Perez  
Jennifer Porter  
Mary Lou Portillo  
Elizabeth Rios  
Leonor Rodriguez  
Leticia Sanchez  
Thelma Santiago  
Jessica Simpson  
Cheri Spillers  
Olivia Uribe  
Deanna Valenzuela  
Ingrid Willsie  
Trix Wilson  
Imelda Zamora

#### JURUPA MIDDLE

Marylu Barela  
Clint Bradford  
Mark Eckhart  
Becky Hoffman  
Susan Howe  
Mike Jents  
Debbie Jents  
Kathy McDonald

Terri Meine  
Roxann Stockberger  
Randy Stockberger  
Marcia Wakefield  
Barbara Ybarra

#### MISSION MIDDLE

Louise Brown  
Leo Brown  
Angela Caballero  
Alice Scott  
Lynne Craig  
Rose DeLaReyes  
KathyDiLeo  
Josefina Gayton  
Joyce Gervay  
Gia Herrera  
Donna Lauitzen  
Becky Liles  
Ardie Margison  
Gayle Moffitt  
Kristin Regua  
Heather Smith  
Marion Tucker  
Kathleen Vargass  
Paula Vigorito

#### RUBIDOUX HIGH

Ruben Aguirre  
Joe Baham  
Mike Ball  
Luci Ball  
Stacie Barfknecht  
Janine Barnhart  
Catherine Belcher  
Mike Belcher  
Zoltan Buky  
Flo Buky  
Carol Cowan  
Anne Crawford  
Bob Dawson  
Colin Dignam  
Rich Downs  
Esther Fierro  
Al Giese  
Julie Godines  
Tony Gonzales  
Justin Graham  
Jose Guillen

Jan Harness  
Guy Harrell  
Robert Hernandez  
Edna Hickman  
Jackie Hock  
Roger Hunt  
Kathy Hunt  
Cecilia Luckinbill  
Mike Luckinbill  
Bob Manahan  
Jennifer Marisnick  
Sharon McDonough  
John Mosher  
Tim Murray  
Kim Nance  
Lynn Nichols  
Ann Nichols  
Deshawne Nichols  
Christy Orr  
Chad Perkins  
Paul Proffitt  
Teresa Proffitt  
Ramona Renstrom  
Robert Rodriguez  
Dave Shreve  
Ramon Silva  
Ramona Silva  
Linda Skinner  
Spencer Skipworth  
Loren Smith  
Dan Taber  
Debbie Taber  
Mike Twomey  
Jason Van Aken  
Jessica Vizcarra  
Melody Walker  
Mark Walthour  
Vallerie Walthour  
Priscilla White  
Demetries Wilburn  
Charles Wilburn  
Ron Williams  
Linda Williams  
Montie Wooten

**JURUPA UNIFIED SCHOOL DISTRICT  
RIVERSIDE, CALIFORNIA**

**MINUTES OF THE REGULAR MEETING  
JUNE 5, 1995**

**OPEN PUBLIC SESSION**

**CALL TO ORDER**

The Regular Meeting of the Jurupa Unified School District Board of Education was called to order by President Sandra Ruane at 6:04 p.m. on Monday, June 5, 1995, in the Theater at Jurupa Valley High School, 10551 Bellegrave, Mira Loma, California.

**ROLL CALL**

Members of the Board present were:

**Mrs. Sandra Ruane, President  
Mrs. Mary Burns, Clerk  
Mr. John Chavez, Member  
Ms. Holly Hanke, Member  
Mr. Sam Knight, Member**

**STAFF PRESENT**

Staff Advisers present were:

**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. Pam Lauzon, Director of Business Services  
Mr. Memo Mendez, Director of Curriculum and Categorical Projects  
Dr. Bill Hendrick, Administrator of Education Support Services**

**CLOSED SESSION**

**RECESS TO CLOSED  
SESSION  
-Motion #257**

**MS. HANKE MOVED THE BOARD 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 35291, 48900 AND 48915; PERSONNEL REPORT #21; TO DISCUSS THE APPOINTMENT OF MENTOR TEACHERS; 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. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.**

At 6:05 p.m. the Board recessed to Closed Session in the Main Conference Room located near the principal's office.

At 6:53 p.m. the Board adjourned from Closed Session.

**CALL TO ORDER**

At 7:00 p.m. President Ruane called the meeting to order in Public Session.

**ROLL CALL**

President Ruane, Mrs. Burns, Mr. Chavez, Ms. Hanke, and Mr. Knight.

**FLAG SALUTE**

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



INSPIRATIONAL  
COMMENT

Mr. Knight made an inspirational comment.

RECOGNIZE JVHS

The Superintendent introduced Mr. Robert Gray, Assistant Principal Jurupa Valley High School, to welcome the Board to the site. Mr. Gray stated that it has been a great year for Jurupa Valley High School. He highlighted the six-year accreditation that the school received from the WASC visiting committee, and thanked self-study coordinator, Virginia Huckaby, for an outstanding job. Mr. Gray highlighted the Jurupa Valley High School aquatic program; the many fine extra-curricular activities offered to students, as well as academics, and the FFA agriculture program. He introduced Mr. Gary Lesh, to review the accomplishments and achievements of students in the Jurupa Valley High agriculture program.

Mr. Lesh commented that every student in the agriculture program is involved in leadership activities; he noted that the agriculture-bio courses offered are aligned with the University of California curriculum. Mr. Lesh mentioned the 2+2 program with Mt. San Antonio College; the Independent Study program, through Mr. Paul Jensen, Mr. Alan Young, and Mr. Lesh, which is operating right on the campus; the credit union, which is the only one in the nation, with approximately 250 student accounts opened; the equestrian program, where students learn how to perform with horses; the \$1,000 State of California Incentive Grant received, and commended the FFA degree winners. Mr. Lesh introduced newly installed FFA President, Sarah Huey, to further comment on FFA student involvements.

Ms. Sarah Huey reported on the many accomplishments of the Jurupa Valley High FFA over the past school year:

On March 15, fifteen JVHS FFA members earned their State FFA Degrees, which is the highest honor the State can bestow on its members. At the national FFA convention in Kansas City, Missouri, eight graduates received the American FFA Degree, the highest award given in the FFA at the national level. Several FFA members became officers at the section and region levels, which is a great honor.

The Parliamentary Procedure Team earned their way to State finals for the second year in a row, through their long hours, practices and commitment. Five other teams also made it to the State level finals in a variety of contests. Agriculture teachers have spent countless hours helping students prepare for competitions at the State level.

At the Indio fair in February, JVHS had record-breaking wins, with Becky Amio making the headlines with her grand-champion steer, with an \$8,500 profit from the sale of her animal. The end-of-the-year banquet was held in May at the Indian Hills Country Club with approximately 280 present, the largest turn-out ever.

Currently, 385 students are enrolled in the JVHS agriculture education program, which ranks JVHS as second in membership in the Southern Region, (the Southern Region serves seventy schools), and their program has only been in existence for six years. The hard-working dedicated agriculture staff are to be thanked for this accomplishment through countless hours of helping students to reach their potential and learn values that they will carry with them throughout their entire lives.

RECOGNIZE RHS  
AFJROTC

The Superintendent stated that there are two very fine AFJROTC programs in the district and that the district is very pleased to announce that the Rubidoux High School program was notified by the Department of the Air Force that they were selected as an AFJROTC Honor School for the 1994-95 school year. She remarked that this designation was due to the efforts of the Aerospace Science Instructors, students and school administrators, and congratulated them for receiving this distinction.

**RECOGNIZE GIRL  
SCOUT GOLD AWARD  
WINNER**

The Superintendent introduced Elisha Wakefield, a 1994 graduate of Jurupa Valley High and a first-year student at the University of California, Riverside, who was recently recognized as a Girl Scout Gold Award winner. She noted that this award is earned through a series of requirements, which included a project at the Jurupa Valley High flood basin.

Ms. Wakefield distributed an activity booklet to Board members that she developed to describe the project and to provide a key to locate the various plant life at the flood basin. Ms. Wakefield explained that this outdoor lab is a cost-free way for students to supplement their learning in science, with a hands-on experience. She thanked her parents for their help with the project, as well as Dr. Morse and Mrs. Burns.

**RECOGNIZE RUSTIC  
LANE QUALITY  
ASSURANCE  
CERTIFICATE**

The Assistant Superintendent Education Services recognized the Rustic Lane Elementary School accomplishment of being named the recipient of the HOSTS Quality Assurance Award in Language Arts, as noted in the supporting documents. He commented that Ms. Linda Dalton, RSP teacher at Rustic Lane, should be commended as the "driving force" behind Principal John Wheeler, and thanked them both for their efforts. President Ruane initiated a round of applause for this recognition.

**RECOGNIZE 1994/95  
STATE SCIENCE FAIR  
PARTICIPANTS**

The Assistant Superintendent Education Services stated that at the last Board meeting, it was noted that three high school students in the district were sent to the Science Fair State finals. He introduced mentor teacher, Mr. Terry Snell, to present these students to the Board of Education.

Mr. Snell introduced the three winners, and commented that the district has a great Science program. He explained that along with each site holding its own Science event, twelve projects were selected to compete at the district level; from that selection, a few student projects are sent on to the State Science Fair, which is held at the L.A. Sports arena. Mr. Snell indicated that the three student projects that represented the Jurupa Unified School District at the State event were on display: Jesus Olmos' project, "How to Best Clean Up Oil Spills; Jennifer Medina's and Zachary Rahe's (9th grade Rubidoux High School students) project, "Subliminal Messages and How They Influence the Subconscious Level." Mr. Snell indicated that these participants are winners; however, they represent the many winners in our district. He thanked the Board for the invitation to recognize the students. President Ruane thanked them for being present, and said, "Keep up the good work."

**CALIFORNIA ARTS  
SCHOLARS**

The Assistant Superintendent Education Services announced that out of thirty-two student participants in Riverside County, two Jurupa Valley High School students were selected to attend the California State Summer School for the Arts: Daniel Galvez and John Reid. He congratulated them for this outstanding accomplishment. President Ruane offered the Board's congratulations and thanked them for being present.

**RECOGNIZE GOLDEN  
STATE EXAM  
SCHOLARS**

The Director of Curriculum and Categorical Projects stated that the Golden State Exam was administered to approximately 20,000 students in January of 1995. He explained that the purpose of the examination is to recognize students with outstanding achievement in economics, and is divided into three levels: high honors, honors or school recognition. The Director noted that thirteen students from Jurupa Unified School District achieved high honors or honors on the exam, three from Jurupa Valley High School, and ten from Rubidoux High School.

RECOGNIZE GOLDEN  
STATE EXAM  
SCHOLARS  
(CONTD)

The Director of Curriculum and Categorical Projects stated that these students will receive a certificate, an insignia on their diploma, and a notice of GSE achievement in their permanent transcript. He requested that the thirteen students and their parents stand for recognition of this outstanding accomplishment. He indicated that in addition to the thirteen students, there were sixty-eight other Jurupa Valley and Rubidoux High school students who will receive certificates of "school recognition."

RECOGNIZE SCHOOL  
NURSE OF THE YEAR

The Administrator Education Support Services recognized school nurse, Virginia Schantz. Ms. Schantz was selected by her peers to be the "School Nurse of the Year" for Riverside and San Bernardino Counties. Dr. Hendrick commended Ms. Schantz for her thirty years of service to the district as a school nurse and for her leadership as coordinator of the district's TB Clinic, where she has administered more than 1,000 injections to students/volunteers this year. He listed a few of the many services that Ms. Schantz has provided including an efficient vision screening procedure for students; serving on the Riverside County Head Start Health Advisory committee; working with the American Red Cross, and serving as past president of the California School Nurses' Organization.

Mr. Sam Knight stated that he wished to recognize Ms. Schantz with a plaque, on behalf of the Board of Education, and express the district's appreciation for her service. He noted that recognition from her peers is the highest of honors for her to receive and thanked her for a job well done.

RECOGNIZE INA  
ARBUCKLE  
PLAYGROUND  
COMMITTEE

The Superintendent introduced Ina Arbuckle Principal Luz Mendez to recognize those individuals who served on the Ina Arbuckle Playground Matting committee to raise funds to replace the playground matting at Ina Arbuckle Elementary. She noted that former Ina Arbuckle Principal Diana Asseier wrote a grant application to receive \$50,000 in funds, which, along with the money raised by the committee, will be used to provide matting at the site.

Ms. Mendez thanked Board members, committee members and staff for their efforts on behalf of Ina Arbuckle Elementary. Ms. Mendez presented certificates to the following individuals for their outstanding service on the Ina Arbuckle Playground Matting committee: Chairperson, Mr. Robert Saunders; Board members, Mrs. Mary Burns and Mrs. Sandra Ruane, and Mrs. Ruane's husband, Mr. Frank Ruane; former Ina Arbuckle Principal Ms. Diana Asseier; Mr. Juan Hernandez; Board member Ms. Holly Hanke; Ms. Anne Cox, who could not be present as she was attending the Ina Arbuckle 6th grade Science Camp; Ms. Marie Hamilton; Ms. Kathy Garcia; Ms. Karen Garinger, who was also attending the camp; Mr. Ken Graf; Ms. Deanna Long; Mr. Jorge Sanchez; Ms. McWilliams, and Ms. Mary Lou Sanders, another 6th grade Science Camp attendee.

Mrs. Burns introduced Mr. Roberts Saunders, a special volunteer who donated his time and money to the effort, to make a special plaque presentation to the Club Metro. Mr. Saunders thanked the Club Metro for donating their facilities to the Ina Arbuckle Elementary fundraiser, and although they were not present, noted that the plaque was being presented in their honor.

RECOGNIZE TEACHERS  
OF THE YEAR

The Assistant Superintendent Education Services stated that each year, during the first Board meeting in June, the administration and Board of Education honor a teacher from each site who symbolize the positive contributions of teachers districtwide to public education and our democratic society. He indicated that twenty teachers were selected by their sites for recognition as "Teacher of the Year." The following teachers were commended by principals for their accomplishments and presented with a plaque by President Ruane and the Superintendent, alternately, in recognition of this honor:

RECOGNIZE TEACHERS  
OF THE YEAR  
(CONT'D)

<u>Teachers</u>	<u>Grade/Subject</u>	<u>School</u>
Carol Scheiffer	Kindergarten/1st	Camino Real Elementary
Michael Nelson	Kindergarten	Glen Avon Elementary
Lorena Montoya	1st Grade	Granite Hill Elementary
Nancy Liverman	4th Grade	Ina Arbuckle Elementary
Sharon Baguyo	3rd Grade	Indian Hills Elementary
Donna Prince	4th Grade	Mission Bell Elementary
Mary Turman	Kindergarten	Pacific Avenue Elementary
Kimberly Parker	Special Day Class	Pedley Elementary
Esther Eskew	Kindergarten	Rustic Lane Elementary
Lee Ann Reynolds	1st/2nd Grade	Sky Country Elementary
Bob Cmelak	6th Grade	Stone Avenue Elementary
Barbara Martin	4th Grade	Sunnyslope Elementary
Lynnette Monaco	5th Grade	Troth Street Elementary
Pauline Knox	Resource Specialist	Van Buren Elementary
Susan Rhine	2nd Grade	West Riverside Elementary
Jake Boomsma	Band Instructor	Jurupa Middle School
Don Krockner	Wood Shop	Mission Middle School
Kim Hagan	Creative Writ., Theater, Stage Crafts	Jurupa Valley High School
Lucille Arntzen	Resource Specialist	Nueva Vista High School
Tom Podgorski	World Geography, AVID II, Econ.	Rubidoux High School

RECOGNIZE TOM  
PODGORSKI, DISTRICT  
TEACHER OF THE YEAR

The Assistant Superintendent Education Services indicated that it is the district's tradition to select from this fine group of teachers, one teacher to represent the district as "Teacher of the Year" at the annual Celebrating Educators evening. He announced that it was a pleasure to recognize Tom Podgorski for this honor, a fine representative of the teaching profession, and one of the many exceptional "District Teachers of the Year" present this evening. He noted that Mr. Mark McFerren, the 1995 representative for the district, and Mr. Gary Lesh, a previous recipient, had gone on to be named Riverside County's "Teacher of the Year." President Ruane congratulated Mr. Podgorski and presented him with a plaque in recognition of this distinguished honor, on behalf of the Board of Education.

Mr. Podgorski expressed his thanks and gratitude for the support he received from his wife, site staff and administration, and the students at Rubidoux High School.

President Ruane congratulated each "Teacher of the Year" recipient. Mr. Chavez requested that the student representatives be allowed to present their reports at this time as they needed to be dismissed due to homework requirements.

REPORT FROM JURUPA  
VALLEY HIGH  
REPRESENTATIVE

Julie Warne, Jurupa Valley High School student representative, was present to report on current events.

Golf

Eddie Carlson continues in CIF competition this Wednesday in the State Finals in San Diego. He is one of twenty-two representing the Southern Section. Previously, he won the league championship and was voted MVP in the Mtn. View League.

Athletes of the Year

Brett Holland & Shirley Juan were named Athletes of the Year. Brett Holland was on the water polo, wrestling and swim teams. He was voted All American and MVP in the water polo and all league first team in swimming. Shirley Juan was on the volleyball, soccer and softball teams and was voted second team CIF and all league in soccer.

REPORT FROM JURUPA  
VALLEY HIGH  
REPRESENTATIVE  
(CONTD)

Prom

Over 600 students attended prom, which was held May 26 at the American Way Cultural Center. Mieka Bledsoe and Eddie Gomez were crowned Queen and King. Attendees were from both Jurupa Valley and Nueva Vista High Schools.

Class Presidents

The new class presidents for the 1995-96 school year are: Senior class, Joanna Gonzales; Junior class, Jennifer Fox; Sophomore class, Micah Ranney.

Seniors

Seniors will be graduating June 15th, 6:30 p.m. at JVHS; following will be Grad Night at Disneyland.

Julie Warne thanked the Board for a great year, and stated that it has been a wonderful learning experience.

REPORT FROM  
RUBIDOUX HIGH  
REPRESENTATIVE

Ronda Robinson, Rubidoux High School student representative, was present to report on current events.

The final week for the Class of 1995 has arrived and the senior schedule has been distributed. June 8th: yearbook distribution in the gym. The yearbook signing party will begin at 5:30 p.m. for seniors. June 11th: baccalaureate begins at 4:00 p.m. in the gym. June 13: Senior Awards night in the gym. June 14: Senior Breakfast from 7:45 to 10:30 a.m. June 15: graduation at 7:00 p.m. at Hawkins' Stadium.

The ASB candlelight ceremony was held this past Friday. This annual event initiated the new ASB members and gave a chance for old ASB members to remember their past years at Rubidoux High School.

The Renaissance Fair was held last Friday. The art displays and exhibitions were a great success.

The ROTC had their end-of-the-year banquet at March Air Force Base last week and the band had their dinner concert on Saturday.

SAT's were held on Saturday. 200 students took the test.

On May 19, at the Jr/Sr. Prom, "Magic of the Night," Steven Lopez was chosen as Prom King and Debbie Espinoza was chosen as Prom Queen.

Ms. Rhonda Robinson introduced Heather Asi as the new representative for Rubidoux High School for the 1995-96 school year. She thanked the Board for making her feel welcome at each meeting and for a great time this year.

PRESENTATION OF  
PLAQUES TO STUDENT  
REPRESENTATIVES

President Ruane thanked the students for their presentations and introduced Ms. Hanke to give a plaque to each student representative. Ms. Hanke presented to Rhonda Robinson, Rubidoux High School, and to Julie Warne, Jurupa Valley High, a plaque, dated June 1995, for their outstanding, dedicated service. President Ruane thanked the student representatives and expressed that they did a fantastic job. She wished both students the best of luck and hoped that their dreams would come true.

The Assistant Superintendent Business Services requested that the Board accept donations as listed in the supporting documents.

MS. HANKE MOVED THE BOARD ACCEPT THE FOLLOWING DONATIONS WITH LETTERS OF APPRECIATION TO BE SENT: \$30.00 FROM MS. SCHLEGEL TO BE USED FOR INSTRUCTIONAL MATERIALS FOR HER GRANITE HILL ELEMENTARY CLASS; SIX 10-FOOT BENCHES AND THEIR INSTALLATION (APPROXIMATE VALUE \$1,400.36) FROM THE RUSTIC LANE PTA TO BE USED FOR THE RUSTIC LANE PLAYGROUND; \$2,100.00 FROM THE WEST RIVERSIDE PTA FOR ASSEMBLIES AND PERFORMANCES AT WEST RIVERSIDE. PRESIDENT RUANE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

PEACEBUILDERS  
PROGRAM

The Director of Curriculum and Categorical Projects stated that Board members, Ms. Hanke and Mrs. Burns, visited Stone Avenue Elementary and participated in a PeaceBuilders teacher inservice; following that visit, Mrs. Burns and President Ruane attended a PeaceBuilders training session, along with Stone Avenue Elementary staff, parents and students. He indicated that the PeaceBuilders program has been implemented in 34 schools throughout Riverside and San Bernardino Counties, including Stone Avenue Elementary, and introduced Stone Avenue Principal Victor Palmer and Ms. Aurora Soriano, Director and Coordinator of the PeaceBuilders Program for the Inland Agency, to highlight areas of the program.

Stone Avenue Principal Mr. Victor Palmer described the PeaceBuilders program, initiated at Stone Avenue on March 9 and 10 of this school year, as pro-active, rather than reactive in regards to school discipline, with five basic principals: (1) praise people; (2) give up put downs; (3) seek wise people; (4) notice hurts, and (5) right wrongs. He explained that the entire staff have been involved in inservice, and teachers have unanimously committed to implement the program. On March 17, a schoolwide assembly was held; on March 22 a presentation was given to parents and the PTA, and on May 19, Stone Avenue hosted a county-wide inservice dealing with playground aggression and classroom implementation techniques. Mr. Palmer expressed his enthusiasm for the program due to its goal of creating a positive learning environment, and noted that the PeaceBuilders program costs approximately \$3.50 per student.

Coordinator of the PeaceBuilders Program for the Inland Agency, Ms. Aurora Soriano, stated that the agency is a non-profit organization that has been around for the past twenty-five years helping to promote healthy families. She stated that approximately 2 1/2 years ago, through research by Dr. Dennis, the PeaceBuilders program was developed to help families deal with violence prevention, specifically targeting students at the fifth grade level, promoting social/playground skills, and centering on positive discipline control. Ms. Soriano highlighted the success rate of the program, and noted the importance of parent participation and the program's positive impact on the home, as well. She stated that with the program implemented at a school site, there is less classroom discipline required and a significant reduction in student visits to the school nurse. Ms. Soriano stressed the importance of the entire staff and parents being supportive of the PeaceBuilders program.

During a slide presentation of students involved in the PeaceBuilders program, the following teachers and students were introduced to comment on PeaceBuilders successes at Stone Avenue Elementary: Dolores Vasquez, teacher, and student Tony Solorio; Heather Woods, teacher, and Nannette Ellison/Lynn Willis, students; Alison Young, teacher, and John Chavez/Sonia Rivera, students. Parents, Mrs. Willis, Mrs. Craig and Mrs. Rhoads also shared their support of the PeaceBuilders program.

## RECESS

At 9:10 p.m., President Ruane called a brief recess to offer congratulations to student representatives and recognition recipients. Refreshments were served in the Library.

At 9:34 p.m., public session reconvened in the theater.

## PUBLIC VERBAL COMMENTS

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

## STATEMENT FROM NVHS TEACHERS.

George Monge, a teacher at Nueva Vista High School, wished to review with the Board a statement from the teachers at Nueva Vista High School: "During the course of the past several weeks, it has become increasingly obvious that the Jurupa Unified School District is unwilling to negotiate in good faith with its certificated employees and teachers. The district continues to refuse to adequately pursue revenue enhancement programs while at the same time claiming economic hardship. The district has claimed that it is unable to restore to its certificated employees any portion of an emergency pay cut, yet at the same time top-level district administrators each received pay raises. More recently, during negotiations, it has become clear that the district is following a course leading to confrontation rather than a course leading to mutual understanding, reconciliation and settlement. We, the teachers of Nueva Vista High School stand firmly behind our NEA-J bargaining team and wholeheartedly support all of their efforts to restore a sense of equity, respect and justice towards the district's certificated employees. We are willing to demonstrate our support by all legal means, including, if necessary, a general strike." Mr. Monge indicated that the document was signed by every teacher at Nueva Vista High School.

## COMMENT: TEACHERS 6% PAY CUT

Christine K. Harris, a parent whose children were present with her at the Board meeting, wished to address the 6% pay cut. She stated that she has listened to both sides of the argument and has been told that there is not enough money to restore salaries and that teachers are already being paid top dollars. However, Ms. Harris indicated that for 1995-96, a 4% reserve is projected, and remarked that all that the district is required to have is a 3% reserve. Therefore, she asked the Board members to give a good faith gesture by signing over at least a part of the restoration of salaries. Ms. Harris expressed that if the Board does not do something, the children are the ones who will suffer.

## COMMENT: FINANCIAL/TEACHER SUPPORT

JoAnn Greeley, a teacher at Pedley Elementary in a fourth/fifth combination class, reviewed her feelings at the time the pay-cut was implemented, and indicated that since the Jurupa Unified School District had always worked with the teachers, she felt certain that the salaries would be reinstated within a year, or possibly even in six months. However, with no restoration for several years, she felt it was time that the Board know and understand the facts concerning its effect on Jurupa Unified School District teachers and their financial reputations

Ms. Greeley referred to a very painful situation which involved an anticipated move from a small townhouse to an individual residence. When applying for a loan, she expected no problems since she had all of the proper documentation, and was a model employee. However, there was a problem; when the loan company called the district, her payroll records reflected the salary cut, and the loan company wondered what the problem was--was she a reliable employee that the district intended to continue to employ? Ms. Greeley remarked that this was beyond belief, as a former "Teacher of the Year," when she had taken a voluntary pay cut in good faith, expecting it to be restored, and now her integrity was being questioned.

PUBLIC VERBAL  
COMMENTS (CONT'D)

COMMENT:  
FINANCIAL/TEACHER  
SUPPORT  
(CONT'D)

Ms. Greeley referred to her fringe benefit package which, she stated, now costs her close to \$450.00 per month to maintain. She stated that this is not right, as there have been no increases to salaries to help cover the medical increases. Ms. Greeley indicated that in the midst of all of this, administration is not equally volunteering to take pay cuts. She mentioned the beautiful PeaceBuilders program that was discussed earlier, and said that she is in favor of "righting wrongs" and "giving up put-downs," and the Board should follow this example when dealing with teacher salaries. Ms. Greeley begged the Board to discontinue their inadvertent humiliation of teachers; she asked that they make students their number one priority by honoring teachers, so that they, in turn, can keep their commitments to their students.

COMMENT: TEACHER  
SALARIES

Ms. Francine Rice-Laabs, NEA-J President, referred to a recent newspaper article, and emphasized again that teachers are not asking for a raise, and issued a reminder that teachers have taken approximately \$9 million dollars in pay cuts. She asked the Assistant Superintendent Business Services to make the restoration of teacher salaries his number one priority. Ms. Rice-Laabs asked if the Board directs district representatives, or are district representatives giving the Board direction? She stated that either way, they couldn't be more off course. Ms. Rice-Laabs indicated that the vice-president elect of the California Teachers Association is behind NEA-J 100%.

COMMENT:  
VOCABULARY LESSON

Karen Bell stated that during the next two weeks, Board members can study and learn the meaning and application of several important vocabulary words. She remarked that at the next meeting they will have the opportunity to demonstrate their competency on such words as "priority," "budgets," "impasse," "deadlock," "restoration," and "tranquillity." Ms. Bell asked that Board members study this lesson well, make the right decisions, and understand the full meaning of these terms, as she will be back for their test on June 19, 1995.

Linda Monge, Kathy Garcia and Robert Saunders were not present when their names were called to speak during the "Public Verbal Comments" portion of the Agenda.

BOARD MEMBER  
REPORTS & COMMENTS

Mr. Chavez thanked Jurupa Valley High School Principal Alan Young, and Mr. Bob Gray, who had represented Mr. Young at the Board meeting. He congratulated the "Nurse of the Year;" the Science Fair winners, and the Golden State Examination scholars. Mr. Chavez commented that this is a particularly enjoyable time of the year to attend functions where students have the opportunity to demonstrate their accomplishments. He stated that he was able to visit the Preschool Spring Festival; the Rubidoux High School Spring Sing, the annual musical concerts featuring the Mission Middle School band, the Silver Brigade and the Delta Alliance Corps.

Mr. Chavez highlighted the "Celebrating Educators" evening, commending Mr. Mark McFerrer, the County "Teacher of the Year." He remarked that it was a great honor for the Jurupa area that the "Principal of the Year" was a former Rubidoux High School graduate. He thanked those administrators, such as Mr. Sam Knight; Mrs. Benita Roberts; Mr. Kent Campbell; Mr. Bob Gray; Mr. Alan Young and Mr. Don Vail, that were able to attend the recognition of students by the Jurupa Hispanic Association, with approximately 400 students and parents in attendance. He referred to the Lions Club pancake breakfast, and expressed his appreciation for the support received for this effort.

Mr. Knight referred to a previous statement that he felt set the course of the Board meeting as winners were introduced that related to the Jurupa Unified School District: they are a group of champions. He felt that this applied to the administration, and staff as they support and help to enlighten students. Mr. Knight stated that this was really evident this evening as concerns were expressed, and the focus was placed on students and the PeaceBuilders program.



BOARD MEMBER  
REPORTS & COMMENTS  
(CONT'D)

Ms. Hanke highlighted the exciting Ina Arbuckle Science Camp at Idyllwild that is in session; she congratulated Ms. Elisha Wakefield, and noted that she should be proud of herself regarding her project. Ms. Hanke congratulated Science Fair project winners; recognized the Golden State Examination scholars and thanked the "Teacher of the Year" recipients and all teachers in the district, as it was not long ago that she attended school. She remarked that she loved seeing the kids in the Stone Avenue presentation, and noted that this is what we are here for and what the district is about: its students.

Mrs. Burns commented that the principals' presentations for "Teacher of the Year" were touching, appropriate, and very deserving. She recalled visiting Mr. Podgorski's classroom and noted that it was always very exciting as he made education fun. She remarked that Ms. Elisha Wakefield's project reminded her of when she was a Girl Scout, and she was glad to have been helpful to Ms. Wakefield. Mrs. Burns referred to the booklet that was distributed by Ms. Wakefield and commented on the research that went into the project. She referred to the PeaceBuilders program that was highlighted earlier in the evening, and noted that she was able to attend the workshop at Stone Avenue Elementary with President Ruane a few weeks ago. Mrs. Burns had observed that this was a program building moral character in students and she was very impressed with what she saw.

President Ruane congratulated "Teacher of the Year" recipients and commented that they were very deserving of this honor by their peers. She attended the Jurupa Valley High FFA banquet, as well as the Rubidoux High School FFA banquet, and remarked that both banquets were a lot of fun. She thanked the Jurupa Valley High School administration for welcoming the Board to their site.

**ACTION SESSION**

APPROVE MINUTES  
-Motion #259

MR. CHAVEZ MOVED THE BOARD APPROVE MINUTES OF THE REGULAR MEETING OF MAY 15, 1995 AS PRINTED. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ACCEPT 3RD YEAR  
WASC REPORT FOR  
NUEVA VISTA  
-Motion #260

The Assistant Superintendent Education Services explained that as a requirement of the six-year accreditation that was received by Nueva Vista High School during the 1991-92 school year, they must provide a written report at the end of the third year. He introduced the Principal, Mr. Dave Hutchins, to highlight the performance report that was submitted to the WASC accreditation committee.

At 10:05 p.m. Ms. Hanke excused herself from the Board meeting due to her work schedule.

Nueva Vista Principal Mr. Dave Hutchins stated that because of the effort and commitment by members of his staff, and through a self-study, the site had received a full six-year accreditation, with a few recommendations made by the visiting team. Two main areas needing improvement were: counseling services and parent involvement.

Mr. Hutchins shared that although funding was not available to place a counselor on staff, due to budgetary constraints, they had come up with innovative ways to increase counseling services by using existing staff. He commented that parental involvement has made a complete turn-around: whereas before parents did not want to get involved; now they are encouraged to participate in student celebrations, volunteer in classrooms, and Back-to-School night has been re-instituted.

ACCEPT 3RD YEAR  
WASC REPORT FOR  
NUEVA VISTA  
-Motion #260  
(CONTD)

Mr. Hutchins conveyed that with a vision, his talented and committed staff have put in a lot of effort to receive the excellent WASC review. He noted that recently, in Sacramento, Nueva Vista was designated as one of ten Model Continuation High Schools, out of 500, which is a tribute to the Nueva Vista staff, parents and students. Mr. Hutchins indicated that because of Nueva Vista's designation, their continuation program has been placed on a list given to legislators, inviting them to come and view a model continuation program. He expressed how proud the staff, students and parents are of this designation; they are doing whatever is necessary to meet the recommendations of the visiting committee, and, therefore, are requesting approval of their report.

PRESIDENT RUANE MOVED THE BOARD ACCEPT THE THIRD-YEAR PROGRESS REPORT FOR NUEVA VISTA HIGH SCHOOL'S WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

ACCEPT MISSION  
MIDDLE GRANT  
AWARD  
-Motion #261

The Assistant Superintendent Education Services stated that recently Mission Middle School was notified by the State that their site has been selected as a Demonstration Program project in Mathematics, and will be awarded \$25,000 in grant funding for the 1995/96 school year, with the Board's approval.

MR. CHAVEZ MOVED THAT THE BOARD ACCEPT THE MIDDLE SCHOOL DEMONSTRATION PROGRAM PROJECT IN MATHEMATICS GRANT IN THE AMOUNT OF \$25,000 FOR MISSION MIDDLE SCHOOL TO BE USED DURING THE 1995/96 SCHOOL YEAR. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

APPROVE ADDITIONAL  
MENTOR TEACHERS  
FOR THE 1994/95  
SCHOOL YEAR  
-Motion #262

The Assistant Superintendent Education Services requested the Boards approval of the ten additional mentor teachers, as discussed in Closed Session.

MR. KNIGHT MOVED THE BOARD APPROVE TEN (10) ADDITIONAL 1994/95 MENTOR TEACHERS FROM THE LIST OF CANDIDATES ENDORSED BY THE MENTOR TEACHER SELECTION COMMITTEE. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

AWARD BIDS FOR  
STATE DEFERRED  
MAINTENANCE:  
GRANT RELIEF FOR BID  
95/10L; AWARD BID  
#95/09L RE-ROOFING AT  
FIVE SITES; AWARD  
BID 95/10L PAINTING  
AT FIVE SITES, AND  
AWARD BID #95/11L  
PATCH, SEAL & STRIPE  
ASPHALT AT 13 SITES  
-Motion 263

The Assistant Superintendent Business Services explained that included in the annual State Deferred Maintenance plan are the re-roofing and re-painting projects, which are 50% reimbursable by the State Deferred Maintenance program. He requested approval of the lowest bid on the re-roofing of five sites, at \$142,170; relief of a mistaken bid for the painting of five sites, thereby awarding the bid to the next lowest bidder, Prime Painting, at \$161,400; and patch, seal and stripe thirteen sites, at a cost of \$68,447.

AWARD BIDS FOR  
STATE DEFERRED  
MAINTENANCE;  
GRANT RELIEF FOR BID  
95/10L; AWARD BID  
#95/09L RE-ROOFING AT  
FIVE SITES; AWARD  
BID 95/10L PAINTING  
AT FIVE SITES, AND  
AWARD BID #95/11L  
PATCH, SEAL & STRIPE  
ASPHALT AT 13 SITES  
-Motion 263  
(CONT'D)

MR. CHAVEZ MOVED THE BOARD GRANT BID RELIEF TO LA RUE PAINTING OF NORCO ON BID #95/10L AND AWARD BIDS FOR RE-ROOFING, PAINTING, AND ASPHALT WORK AS FOLLOWS: AWARD BID #95/09L FOR RE-ROOFING AT FIVE (5) DISTRICT SITES TO COMMERCIAL ROOFING AND WATERPROOFING AND AUTHORIZE ISSUANCE OF PURCHASE ORDER #85347 IN THE AMOUNT OF \$142,170 TO COVER THE PROJECT; AWARD BID #95/10L TO PRIME PAINTING COMPANY OF SEPULVEDA, CALIFORNIA IN THE TOTAL AMOUNT OF \$161,400 AND AUTHORIZE ISSUANCE OF PURCHASE ORDER #85346 TO COVER THE PROJECT; AWARD BID #95/11L TO PATCH, SEAL, AND STRIPE ASPHALT AT THIRTEEN (13) DISTRICT SITES TO MISSION PAVING AND SEALING OF SAN GABRIEL AND AUTHORIZE ISSUANCE OF PURCHASE ORDER #85348 IN THE AMOUNT OF \$68,447 TO COVER THE PROJECT. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

AWARD BID #95/12L  
LEAD BASED PAINT  
REMOVAL AT RHS  
-Motion #264

The Assistant Superintendent Business Services stated that the lead-based paint removal, which is a part of the Rubidoux High School modernization, will be included as another State Deferred Maintenance project, as there is insufficient State funding. He requested that the contractor with the lowest bid, at \$49,840, be approved to complete the lead abatement.

MRS. BURNS. MOVED THE BOARD AWARD BID #95/12L FOR LEAD BASED PAINT REMOVAL AT RUBIDOUX HIGH SCHOOL AND AUTHORIZE ISSUANCE OF PURCHASE ORDER #85443 IN THE AMOUNT OF \$49,840.00 TO COVER THE PROJECT. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

APPROVE PROPOSAL  
COMMUNITY CARE  
NETWORK VISION  
GRANT: VAN BUREN  
-Motion #265

The Director of Curriculum and Categorical Projects stated that this is a request for a continuation grant with the Riverside County Health Services Agency; the Riverside County Department of Public Social Services; the Youth Service Center; the YMCA and Van Buren Elementary, which began planning in 1992. He explained that the purpose of the grant is to provide on-site services from the partnership, using Van Buren as a local community center for children and their families. At this time, the Director indicated that they are wishing to submit a Community Care Network Vision Grant for \$205,000 to continue the services.

PRESIDENT RUANE MOVED THE BOARD APPROVE THE APPLICATION FOR A COMMUNITY CARE NETWORK VISION GRANT IN THE AMOUNT OF \$205,000 FOR VAN BUREN ELEMENTARY SCHOOL. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

APPROVE SUBMITTAL  
OF PART I 1995/96  
CONSOLIDATED  
APPLICATION &  
PRELIMINARY LOCAL  
IMPROVEMENT PLAN  
-Motion #266

The Director of Curriculum and Categorical Projects stated every year, the State Department of Education requires the district to submit Part I of the Consolidated Application in order to receive funding for the six categorical programs. This initial application was based on current funding. He indicated that the application includes assurances for legal compliance requirements, and the Preliminary Local Improvement Plan for 1995/96.

The Director stated that the compensatory education funding is available to Ina Arbuckle; Pacific Avenue, Rustic Lane, Troth Street, and West Riverside elementary schools. However, he noted that Glen Avon, Granite Hill, Sunnyslope and Van Buren will be able to apply for additional Title I funds remaining at the end of this fiscal year, and both comprehensive high schools receive equal grants from the Tenth Grade Counseling Program. The Director of Curriculum and Categorical Projects referred to the draft of Part I of the Consolidated Application, and stated that it was provided for Board members' review and approval, following a review by the District Advisory Committee last week.

APPROVE SUBMITTAL  
OF PART I 1995/96  
CONSOLIDATED  
APPLICATION &  
PRELIMINARY LOCAL  
IMPROVEMENT PLAN  
-Motion #266  
(CONT'D)

MR. KNIGHT MOVED THE BOARD APPROVE SUBMITTAL OF PART I OF THE 1995/96 CONSOLIDATED APPLICATION AND THE PRELIMINARY LOCAL IMPROVEMENT PLAN. MRS. BURNS SECONDED THE MOTION. Mr. Chavez asked how the line is drawn to determine which schools qualify in the ranking to receive funding. The Director of Curriculum and Categorical Projects responded that the ranking is based on those school sites with the highest concentration of poverty. Mr. Chavez referred to Mission Bell Elementary, and wondered why this school did not meet the criteria. The Superintendent conveyed that the State considers those sites demonstrating the greatest need. She indicated, for example, that Ina Arbuckle has approximately 95% of its students that receive assistance through the free and reduced lunch program. The Director of Curriculum and Categorical Projects referred to the ranking information in the supporting documents concerning the Consolidated Application, and confirmed that 95.89% of Ina Arbuckle students were ranked as "low income." A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY, 4-0.

APPROVE NOTICE OF  
COMPLETION FOR RHS  
MODERNIZATION  
-Motion #267

The Assistant Superintendent Business Services requested approval of the Notice of Completion for the Rubidoux High School Modernization, gym floor installation.

MR. CHAVEZ MOVED THE BOARD APPROVE NOTICE OF COMPLETION FOR RUBIDOUX HIGH SCHOOL MODERNIZATION - BID #94/01L DON ERVIN & SON FLOORING - GYM FLOOR INSTALLATION-PKG. #15. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

APPROVE NOTICE OF  
COMPLETION FOR  
MODERNIZATION OF  
VAN BUREN  
-Motion #268

The Assistant Superintendent Business Services requested approval of the Notice of Completion for the Modernization of Van Buren Elementary.

PRESIDENT RUANE MOVED THE BOARD APPROVE NOTICE OF COMPLETION FOR MODERNIZATION OF VAN BUREN ELEMENTARY SCHOOL SMITH-VOS CONSTRUCTION CO. - BID 94/136. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

APPROVE CHANGE  
ORDER #2: SIX  
PORTABLES AT THREE  
SITES  
-Motion #269

The Assistant Superintendent Business Services stated that the Change Order involves the relocation of two portables at Van Buren Elementary, with no additive costs or time extensions, to comply with mandates from the Fire Marshall.

MR. KNIGHT MOVED THE BOARD APPROVE CHANGE ORDER #2 FOR SIX PORTABLES AT THREE SCHOOL SITES WITH NO ADDITIVE COST OR TIME EXTENSION. PRESIDENT RUANE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

APPROVE AMENDED  
LEASE-PURCHASE  
AGREEMENTS  
-Motion #270

The Assistant Superintendent Business Services stated that the State Office of Public School Construction has requested amended lease purchase agreements for those projects that have not previously received Phase III approval, which will include the third high school, the district office and Rio Vista. He noted that the application has been in for quite some time, and although there are no immediate plans to move forward on any of the three projects, the Assistant Superintendent Business Services felt that it was prudent for the district to keep open the option of State funding in the future.

MR. CHAVEZ MOVED THE BOARD APPROVE THREE LEASE-PURCHASE AGREEMENTS WITH THE STATE. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

AUTHORIZE  
EMERGENCY RES.  
#95/23: EIGHT  
PORTABLE  
CLASSROOMS AT INA  
ARBUCKLE  
-Motion #271

The Superintendent noted that an authorization was placed before Board members to file with the State Allocation Board for the lease of eight (8) emergency portable classrooms at Ina Arbuckle Elementary. Four of the portables, she explained, are to replace four existing portables, and four of the portables are to be added to the campus to accommodate growth, at a cost of \$4,000 per year, per classroom. The Superintendent indicated that for this reason, administration is requesting approval of Resolution #95/23.

PRESIDENT RUANE MOVED THE BOARD AUTHORIZE RESOLUTION #95/23, ALLOWING THE DISTRICT TO APPLY TO THE STATE ALLOCATION BOARD FOR THE LEASE OF EMERGENCY PORTABLE CLASSROOMS AT INA ARBUCKLE ELEMENTARY. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

ADOPT AT 2ND  
READING STUDENT  
ATTENDANCE POLICY  
#5113  
-Motion #272

The Administrator of Education Support Services indicated that this was a second reading of Student Attendance Policy #5113, to replace outdated policies, and remain up-to-date with the Education Code.

PRESIDENT RUANE MOVED THE BOARD ADOPT AT SECOND READING STUDENT ATTENDANCE POLICY #5113. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

EXPEL PUPIL IN ONE  
DISCIPLINE CASE:  
95/074  
-Motion #273

The Administrator Education Support Services stated that if the Board had no changes following closed session, the recommendation would stand for the expulsion of one student, as noted in the Agenda.

MRS. BURNS MOVED THE BOARD EXPEL THE PUPIL IN DISCIPLINE CASE #95/074 FOR VIOLATION OF EDUCATION CODES 35291 AND 48900 (a) & (k) FOR THE REMAINDER OF THE CURRENT SEMESTER AND THE SEMESTER FOLLOWING. PRESIDENT RUANE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

READMIT SEVEN  
STUDENTS IN  
DISCIPLINE CASES:  
94/102; 95/022; 95/036;  
95/037; 95/043; 95/060;  
95/070  
-Motion #274

The Administrator Education Support Services stated that if the Board had no changes following closed session, the recommendation would stand for the re-admission of seven students, as noted in the Agenda.

PRESIDENT RUANE MOVED THE BOARD RE-ADMIT THE PUPIL IN DISCIPLINE CASE #94/102; RE-ADMIT THE PUPIL IN DISCIPLINE CASE #95/022; RE-ADMIT THE PUPIL IN DISCIPLINE CASE #95/036; RE-ADMIT THE PUPIL IN DISCIPLINE CASE #95/037; RE-ADMIT THE PUPIL IN DISCIPLINE CASE #95/043; RE-ADMIT THE PUPIL IN DISCIPLINE CASE #95/060; RE-ADMIT THE PUPIL IN DISCIPLINE CASE #95/070. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

APPROVE PERSONNEL  
REPORT #21, WITH  
INSERT  
-Motion #275

The Assistant Superintendent Personnel Services requested that the board approve Personnel Report #21 as presented, with Insert L-1, Pages 8-12.

PRESIDENT RUANE MOVED THE BOARD APPROVE PERSONNEL REPORT #21, WITH INSERT L-1, PAGES 8-12. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

RATIFY VAN BUREN  
CLASSIFIED WORK  
YEAR; MODIFY VAN  
BUREN CERTIFICATED  
WORK YEAR; ADOPT  
VAN BUREN PRINCIPAL  
WORK YEAR SCHED.  
FOR 1995/96  
-Motion #276

The Assistant Superintendent Personnel Services indicated that Agenda Item L, #2, #3 and #4, are necessary for Van Buren Elementary year-round school to be up and running this summer. He noted that the motion would ratify agreements between CSEA, NEA-J and formally adopt the year-round schedule for 1995/96.

MRS. BURNS MOVED THE BOARD RATIFY THE AGREEMENT WITH CSEA CHAPTER #392 IN THE 1995/96 CLASSIFIED WORK YEARS FOR UNIT MEMBERS ASSIGNED TO VAN BUREN SCHOOL, AS WELL AS OTHER NEGOTIATED ALTERATIONS/AMENDMENTS TO THE COLLECTIVE BARGAINING AGREEMENT; RATIFY THE AGREEMENT WITH NEA-J REGARDING MODIFICATIONS IN 1995/96 CERTIFICATED WORK YEARS FOR UNIT MEMBERS ASSIGNED TO VAN BUREN ELEMENTARY SCHOOL, AS WELL AS OTHER NEGOTIATED ALTERATIONS/ AMENDMENTS TO THE COLLECTIVE BARGAINING AGREEMENT; AND ADOPT THE 1995/96 WORK YEAR SCHEDULE FOR THE VAN BUREN ELEMENTARY SCHOOL PRINCIPAL. PRESIDENT RUANE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

ADJUST WINDOW  
PERIOD FOR GOLDEN  
HANDSHAKE  
-Motion #277

The Assistant Superintendent Personnel Services stated that a minor adjustment is being requested to the "Window Period" of the Golden Handshake Program, extending the cut-off date by four days, in order to pick up one additional employee.

MR. CHAVEZ MOVED THE BOARD ADJUST THE PERIOD OF PARTICIPATION IN THE GOLDEN HANDSHAKE PROGRAM TO END ON SEPTEMBER 4, 1995, RATHER THAN AUGUST 30, 1995. PRESIDENT RUANE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

APPROVE ROUTINE  
ACTION ITEMS  
-Motion #278

MR. CHAVEZ MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS M 1-7 AS PRINTED: PURCHASE ORDERS; DISBURSEMENTS; AGREEMENTS; AUTHORIZATION OF NECESSARY YEAR-END APPROPRIATION TRANSFERS; NON-ROUTINE FIELD TRIP REQUEST FROM JURUPA VALLEY HIGH SCHOOL FOR APPROXIMATELY 21 STUDENTS TO ATTEND THE JAZZ FESTIVAL IN SANTA BARBARA; NON-ROUTINE FIELD TRIP FROM JURUPA VALLEY HIGH SCHOOL FOR APPROXIMATELY 80 STUDENTS TO ATTEND FRIDAY NIGHT LIVE TRAINING WORKSHOPS AT CATALINA ISLAND, AND NON-ROUTINE FIELD TRIP REQUEST FROM JURUPA VALLEY HIGH SCHOOL FOR ONE STUDENT TO ATTEND THE STATE GOLF COMPETITION IN SAN DIEGO. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY, 4-0.

ROUTINE  
INFORMATION  
REPORTS

The following Routine Information Reports were reviewed by Board members with no further questions: Review Unadopted Minutes of the Third Meeting of the District Advisory Council for the Consolidated Application; Note Technical Changes to Classified Work Years D and E1; Review "Access to Success" Proposal, and Receive Reports Pursuant to Education Code #48915.

## **ADJOURNMENT**

There being no further business, President Ruane adjourned the Regular Meeting from Public Session at 10:28 p.m.

**MINUTES OF THE REGULAR MEETING OF JUNE 5, 1995 ARE APPROVED AS**

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**President**

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**Clerk**

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**Date**

ADULT EDUCATION FUND  
Special Revenue Fund

CALIFORNIA  
DEPT OF EDUCATION  
Form J-202

REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
A. REVENUES				
1) Revenue Limit Sources	8010-8099	+ 209,285	250,488	19.7
2) Federal Revenues	8100-8299	+ 12,993	0	-100.0
3) Other State Revenues	8300-8599	+ 0	0	
4) Other Local Revenues	8600-8799	+ 7,000	6,000	-14.3
5) TOTAL, REVENUES		= 229,278	256,488	11.9
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	+ 137,753	146,625	6.4
2) Classified Salaries	2000-2999	+ 2,200	2,200	.0
3) Employee Benefits	3000-3999	+ 12,492	8,851	-29.1
4) Books and Supplies	4000-4999	+ 2,731	13,974	411.7
5) Services, Other Operating Expenses	5000-5999	+ 60,660	58,058	-4.3
6) Capital Outlay	6000-6599	+ 0	15,914	new
7) Other Outgo	7100-7299	+ 0	0	
8) Direct Support/Indirect Costs	7300-7399	+ 10,866	10,866	.0
9) TOTAL, EXPENDITURES		= 226,702	256,488	13.1
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				
		= 2,576	0	-100.0
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910-8929	+ 0	0	
b) Transfers Out	7610-7629	- 0	0	
2) Other Sources/Uses				
a) Sources	8930-8979	+ 0	0	
b) Uses	7630-7699	- 0	0	
3) Contributions to Restricted Programs	8980-8999	+XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
4) TOTAL, OTHER FINANCING SOURCES/USES		= 0	0	



ADULT EDUCATION FUND  
Special Revenue FundREVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
E. NET INCREASE (DECREASE) IN FUND BALANCE	(C + D4)	= 2,576	0	-100.0
=====				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaudited	9791	+ 78,945	81,521	3.3
b) Audit Adjustments	9792	+ 0	XXXXXXXXXXXXXXXX	XXXXXXXXXX
c) As of July 1-Audited (Fla + Flb)		= 78,945	XXXXXXXXXXXXXXXX	XXXXXXXXXX
d) Adj. for Restatements	9793	+ 0	XXXXXXXXXXXXXXXX	XXXXXXXXXX
e) Net Beginning Balance		= 78,945	81,521	3.3
2) Ending Balance, June 30 (E + Flc)		= 81,521	81,521	.0
=====				
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9611	- 0	0	
Stores	9612	- 0	0	
Prepaid Expenditures	9613	- 0	0	
Other	9619	-XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXX
General Reserve (EC 42124)	9630	- 0	0	
Legally Restricted Balances	9640	-XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXX
b) Designated Amounts				
Designated for Economic Uncertainties	9710	- 81,521	81,521	.0
Designated for	9720-9789	- 0	0	
		- 0	0	
		- 0	0	
c) Undesignated Amount	9790	= 0	XXXXXXXXXXXXXXXX	XXXXXXXXXX
d) Unappropriated Amount	9790	=XXXXXXXXXXXXXXXX	0	XXXXXXXXXX
=====				

1995/96 BUDGET  
ADULT EDUCATION FUND  
Special Revenue Fund

Form J-202  
Page 3

FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
=====		
G. ASSETS		
1) Cash		
a) in County Treasury	9110	+ 74,838
b) in Banks	9120	+ 0
c) in Revolving Fund	9130	+ 0
d) with Fiscal Agent	9135	+ 0
e) collections awaiting deposit	9140	+ 0
2) Investments	9150	+ 0
3) Accounts Receivable	9160	+ 15,839
4) Due from Other Funds	9170	+ 0
5) Stores	9210	+ 0
6) Prepaid Expenditures	9220	+ 0
7) Other Current Assets	9300	+ 0
8) Fixed Assets	9400	+xxxxxxxxxxxxxx
9) TOTAL, ASSETS		= 90,677
=====		
H. LIABILITIES		
1) Accounts Payable	9510	+ 9,156
2) Due to Other Funds	9520	+ 0
3) Current Loans	9530	+xxxxxxxxxxxxxx
4) Deferred Revenue	9540	+ 0
5) Other Current Liabilities	9570	+ 0
6) Long-Term Liabilities	9580	+xxxxxxxxxxxxxx
7) TOTAL, LIABILITIES		= 9,156
=====		
I. FUND EQUITY		
Ending Fund Balance, June 30		
(must agree with line F2) (G9 - H7)		= 81,521
=====		

ADULT EDUCATION FUND  
Special Revenue Fund

## REVENUE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
REVENUE LIMIT SOURCES				
Principal Apportionment State Aid - Current Year	8011	+ 209,285	250,488	19.7
State Aid - Prior Years	8019	+ 0	0	
Revenue Limit Transfers Apprentice Transfer from General Fund	8094	+ 0	0	
TOTAL, REVENUE LIMIT SOURCES		= 209,285	250,488	19.7
FEDERAL REVENUES				
JTPA	8170	+ 0	0	
Vocational and Applied Technology Education Act	8240	+ 0	0	
Other Federal Revenue	8290	+ 12,993	0	-100.0
TOTAL, FEDERAL REVENUES		= 12,993	0	-100.0
OTHER STATE REVENUES				
Special Instructional Allowances Other Instructional Allowances	8490	+ 0	0	
Other State Revenue All Other State Revenue	8590	+ 0	0	
TOTAL, OTHER STATE REVENUES		= 0	0	
OTHER LOCAL REVENUES				
Local Revenue Sales Sale of Equipment/Supplies	8631	+ 0	0	
Leases and Rentals	8650	+ 0	0	
Interest	8660	+ 4,000	4,000	.0
Fees and Contracts Adult Education Fees	8671	+ 2,000	1,000	-50.0
Interagency Revenues	8677	+ 0	0	
Other Local Revenue All Other Local Revenue	8699	+ 1,000	1,000	.0
Tuition	8710	+ 0	0	
TOTAL, OTHER LOCAL REVENUES		= 7,000	6,000	-14.3
TOTAL, REVENUES		= 229,278	256,488	11.9

1995/96 BUDGET  
ADULT EDUCATION FUND  
Special Revenue Fund

Form J-202  
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EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
CERTIFICATED SALARIES				
Teachers' Salaries	1100	+ 137,753	146,625	6.4
School Administrators' Salaries	1200	+ 0	0	
Supervisors' Salaries	1300	+ 0	0	
Guidance, Welfare and Attendance Salaries	1500	+ 0	0	
Physical and Mental Health Salaries	1600	+ 0	0	
Superintendents' Salaries	1700	+ 0	0	
Administrative Personnel Salaries	1800	+ 0	0	
Other Certificated Salaries	1900	+ 0	0	
TOTAL, CERTIFICATED SALARIES		= 137,753	146,625	6.4
=====				
CLASSIFIED SALARIES				
Instructional Aides' Salaries	2100	+ 2,200	2,200	.0
Administrative Salaries	2200	+ 0	0	
Clerical/Office Salaries	2300	+ 0	0	
Maintenance and Operations Salaries	2400	+ 0	0	
Transportation Salaries	2600	+ 0	0	
Other Classified Salaries	2900	+ 0	0	
TOTAL, CLASSIFIED SALARIES		= 2,200	2,200	.0
=====				
EMPLOYEE BENEFITS				
STRS	3100	+ 3,332	3,558	6.8
PERS	3200	+ 306	289	-5.6
OASDI, Medicare & Retire. in Lieu	3300	+ 2,873	2,294	-20.2
Health and Welfare Benefits	3400	+ 2,779	0	-100.0
Unemployment Insurance	3500	+ 656	164	-75.0
Workers' Compensation	3600	+ 2,546	2,546	.0
Other Employee Benefits	3900	+ 0	0	
TOTAL, EMPLOYEE BENEFITS		= 12,492	8,851	-29.1
=====				

ADULT EDUCATION FUND  
Special Revenue Fund

## EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
BOOKS AND SUPPLIES				
Textbooks	4100	+ 1,769	7,732	337.1
Books other than Textbooks	4200	+ 233	0	-100.0
Instructional Materials and Supplies	4300	+ 729	6,242	756.2
Other Supplies	4500	+ 0	0	
Pupil Transportation Supplies	4600	+ 0	0	
TOTAL, BOOKS AND SUPPLIES		= 2,731	13,974	411.7
SERVICES, OTHER OPERATING EXPENSES				
Personal Services of Instructional Consultants, Lecturers and Others	5100	+ 0	0	
Travel and Conferences	5200	+ 476	0	-100.0
Dues and Memberships	5300	+ 0	0	
Insurance	5400	+ 0	0	
Utilities and Housekeeping Services	5500	+ 0	0	
Rentals, Leases and Repairs	5600	+ 80	0	-100.0
Direct Costs - Interfund Services	5750-5799	+ 59,919	57,958	-3.3
Other Services and Operating Expenditures	5800	+ 185	100	-45.9
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= 60,660	58,058	-4.3
CAPITAL OUTLAY				
Sites and Improvements of Sites	6100	+ 0	0	
Buildings and Improvements of Buildings	6200	+ 0	0	
Equipment	6400	+ 0	15,914	new
Equipment Replacement	6500	+ 0	0	
TOTAL, CAPITAL OUTLAY		= 0	15,914	new

1995/96 BUDGET  
ADULT EDUCATION FUND  
Special Revenue Fund

Form J-202  
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EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
OTHER OUTGO				
Tuition				
Other Tuition, Excess Costs and/or Deficits	7190	+	0	0
		-----	-----	-----
PERS Reduction from Revenue Limit	7270	+	0	0
		-----	-----	-----
TOTAL, OTHER OUTGO		=	0	0
		-----	-----	-----
=====				
DIRECT SUPPORT/INDIRECT COSTS				
Interfund Transfers of Direct Support/Indirect Costs	7350-7399	+	10,866	10,866
		-----	-----	-----
TOTAL, DIRECT SUPPORT/INDIRECT COSTS		=	10,866	10,866
		-----	-----	-----
=====				
TOTAL, EXPENDITURES		=	226,702	256,488
		-----	-----	-----
=====				

ADULT EDUCATION FUND  
Special Revenue Fund

## OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
INTERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
Other Authorized Interfund Transfers In	8919	+	0	0
(a) TOTAL, INTERFUND TRANSFERS IN		=	0	0
INTERFUND TRANSFERS OUT				
To: State School Building Fund	7613	+	0	0
Other Authorized Interfund Transfers Out	7619	+	0	0
(b) TOTAL, INTERFUND TRANSFERS OUT		=	0	0
OTHER SOURCES/USES				
SOURCES				
Other Sources Transfers from Funds of Lapsed/Reorganized Districts	8965	+	0	0
Long-Term Debt Proceeds Proceeds from Capital Leases	8972	+	0	0
All Other Sources	8979	+	0	0
(c) TOTAL, SOURCES		=	0	0
USES				
Debt Service Debt Service/Other Debt Other Debt Service Payments	7639	+	0	0
Other Uses Transfers from Funds of Lapsed/Reorganized Districts	7651	+	0	0
All Other Uses	7699	+	0	0
(d) TOTAL, USES		=	0	0
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d)		=	0	0

CAFETERIA FUND/ACCOUNT  
Special Revenue Fund

CALIFORNIA  
DEPT OF EDUCATION  
Form J-203

REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
<b>A. REVENUES</b>				
1) Revenue Limit Sources	8010-8099	+ 0	0	
2) Federal Revenues	8100-8299	+ 1,800,000	1,800,000	.0
3) Other State Revenues	8300-8599	+ 123,000	123,000	.0
4) Other Local Revenues	8600-8799	+ 1,308,000	1,308,000	.0
5) TOTAL, REVENUES		= 3,231,000	3,231,000	.0
<b>B. EXPENDITURES</b>				
1) Certificated Salaries	1000-1999	+ 0	0	
2) Classified Salaries	2000-2999	+ 881,130	869,509	-1.3
3) Employee Benefits	3000-3999	+ 360,237	347,894	-3.4
4) Books and Supplies	4000-4999	+ 1,369,207	1,461,650	6.8
5) Services, Other Operating Expenses	5000-5999	+ 55,015	66,378	20.7
6) Capital Outlay	6000-6599	+ 126,903	118,131	-6.9
7) Other Outgo	7100-7299	+ 0	0	
8) Direct Support/Indirect Costs	7300-7399	+ 235,675	240,000	1.8
9) TOTAL, EXPENDITURES		= 3,028,167	3,103,562	2.5
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>				
		= 202,833	127,438	-37.2
<b>D. OTHER FINANCING SOURCES/USES</b>				
1) Interfund Transfers				
a) Transfers In	8910-8929	+ 0	0	
b) Transfers Out	7610-7629	- 0	0	
2) Other Sources/Uses				
a) Sources	8930-8979	+ 0	0	
b) Uses	7630-7699	- 0	0	
3) Contributions to Restricted Programs	8980-8999	+XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
4) TOTAL, OTHER FINANCING SOURCES/USES		= 0	0	



CAFETERIA FUND/ACCOUNT  
Special Revenue FundREVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
E. NET INCREASE (DECREASE) IN FUND BALANCE	(C + D4)	= 202,833	127,438	-37.2
=====				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaudited	9791	+ 1,026,463	1,229,296	19.8
b) Audit Adjustments	9792	+ 0	XXXXXXXXXXXXXX	XXXXXXXXXX
c) As of July 1-Audited (Fla + Flb)		= 1,026,463	XXXXXXXXXXXXXX	XXXXXXXXXX
d) Adj. for Restatements	9793	+ 0	XXXXXXXXXXXXXX	XXXXXXXXXX
e) Net Beginning Balance		= 1,026,463	1,229,296	19.8
2) Ending Balance, June 30 (E + Flc)		= 1,229,296	1,356,734	10.4
=====				
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9611	- 0	0	
Stores	9612	- 20,185	20,185	.0
Prepaid Expenditures	9613	- 0	0	
Other	9619	-XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXX
General Reserve (EC 42124)	9630	-XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXX
Legally Restricted Balances	9640	-XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXX
b) Designated Amounts				
Designated for Economic Uncertainties	9710	- 908,450	931,069	2.5
Designated for	9720-9789			
.....0972		- 300,661	405,480	34.9
		- 0	0	
		- 0	0	
c) Undesignated Amount	9790	= 0	XXXXXXXXXXXXXX	XXXXXXXXXX
d) Unappropriated Amount	9790	=XXXXXXXXXXXXXX	0	XXXXXXXXXX
=====				

CAFETERIA FUND/ACCOUNT  
Special Revenue Fund

## FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
=====		
G. ASSETS		
1) Cash		
a) in County Treasury	9110	+ 900,105
b) in Banks	9120	+ 0
c) in Revolving Fund	9130	+ 0
d) with Fiscal Agent	9135	+ 0
e) collections awaiting deposit	9140	+ 45,000
2) Investments	9150	+ 0
3) Accounts Receivable	9160	+ 364,950
4) Due from Other Funds	9170	+ 0
5) Stores	9210	+ 20,185
6) Prepaid Expenditures	9220	+ 0
7) Other Current Assets	9300	+ 0
8) Fixed Assets	9400	+xxxxxxxxxxxxxxxx
9) TOTAL, ASSETS		= 1,330,240
=====		
H. LIABILITIES		
1) Accounts Payable	9510	+ 100,544
2) Due to Other Funds	9520	+ 400
3) Current Loans	9530	+xxxxxxxxxxxxxxxx
4) Deferred Revenue	9540	+ 0
5) Other Current Liabilities	9570	+ 0
6) Long-Term Liabilities	9580	+xxxxxxxxxxxxxxxx
7) TOTAL, LIABILITIES		= 100,944
=====		
I. FUND EQUITY		
Ending Fund Balance, June 30		
(must agree with line F2) (G9 - H7)		= 1,229,296
=====		

CAFETERIA FUND/ACCOUNT  
Special Revenue Fund

## REVENUE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
REVENUE LIMIT SOURCES				
Revenue Limit Transfers				
All Other Transfers	8099	+ 0	0	
TOTAL, REVENUE LIMIT SOURCES		= 0	0	
=====				
FEDERAL REVENUES				
Child Nutrition Programs	8220	+ 1,800,000	1,800,000	.0
Other Federal Revenue	8290	+ 0	0	
TOTAL, FEDERAL REVENUES		= 1,800,000	1,800,000	.0
=====				
OTHER STATE REVENUES				
Other State Revenue				
Child Nutrition Programs	8520	+ 123,000	123,000	.0
All Other State Revenue	8590	+ 0	0	
TOTAL, OTHER STATE REVENUES		= 123,000	123,000	.0
=====				
OTHER LOCAL REVENUES				
Local Revenue				
Sales				
Sale of Equipment/Supplies	8631	+ 0	0	
Food Service Sales	8634	+ 1,290,000	1,290,000	.0
Leases and Rentals	8650	+ 0	0	
Interest	8660	+ 18,000	18,000	.0
Other Local Revenue				
All Other Local Revenue	8699	+ 0	0	
TOTAL, OTHER LOCAL REVENUES		= 1,308,000	1,308,000	.0
=====				
TOTAL, REVENUES		= 3,231,000	3,231,000	.0
=====				

1995/96 BUDGET  
CAFETERIA FUND/ACCOUNT  
Special Revenue Fund

Form J-203  
Page B-1

EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
CERTIFICATED SALARIES				
Administrative Personnel Salaries	1800	+	0	0
Other Certificated Salaries	1900	+	0	0
TOTAL, CERTIFICATED SALARIES		=	0	0
CLASSIFIED SALARIES				
Administrative Salaries	2200	+	90,461	90,461 .0
Clerical/Office Salaries	2300	+	75,341	65,429 -13.2
Maintenance and Operations Salaries	2400	+	70,781	69,983 -1.1
Food Services Salaries	2500	+	644,547	643,636 -.1
Other Classified Salaries	2900	+	0	0
TOTAL, CLASSIFIED SALARIES		=	881,130	869,509 -1.3
EMPLOYEE BENEFITS				
STRS	3100	+	0	0
PERS	3200	+	75,816	77,412 2.1
OASDI, Medicare & Retire. in Lieu	3300	+	70,907	66,518 -6.2
Health and Welfare Benefits	3400	+	187,954	188,138 .1
Unemployment Insurance	3500	+	3,994	957 -76.0
Workers' Compensation	3600	+	21,566	14,869 -31.1
Other Employee Benefits	3900	+	0	0
TOTAL, EMPLOYEE BENEFITS		=	360,237	347,894 -3.4
BOOKS AND SUPPLIES				
Other Supplies	4500	+	4,000	4,400 10.0
Food Service Supplies	4700	+	1,365,207	1,457,250 6.7
TOTAL, BOOKS AND SUPPLIES		=	1,369,207	1,461,650 6.8
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conferences	5200	+	3,358	7,500 123.3
Dues and Memberships	5300	+	0	0
Insurance	5400	+	0	0
Utilities and Housekeeping Services	5500	+	642	1,200 86.9

CAFETERIA FUND/ACCOUNT  
Special Revenue Fund

## EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
SERVICES, OTHER OPERATING EXPENSES (Cont.)				
Rentals, Leases and Repairs	5600	+ 11,877	12,250	3.1
Direct Costs - Interfund Services	5750-5799	+ 22,623	28,000	23.8
Other Services and Operating Expenditures	5800	+ 16,515	17,428	5.5
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= 55,015	66,378	20.7
CAPITAL OUTLAY				
Buildings and Improvements of Buildings	6200	+ 0	0	
Equipment	6400	+ 13,700	13,700	.0
Equipment Replacement	6500	+ 113,203	104,431	-7.7
TOTAL, CAPITAL OUTLAY		= 126,903	118,131	-6.9
OTHER OUTGO				
PERS Reduction from Revenue Limit	7270	+ 0	0	
TOTAL, OTHER OUTGO		= 0	0	
DIRECT SUPPORT/INDIRECT COSTS				
Interfund Transfers of Direct Support/Indirect Costs	7350-7399	+ 235,675	240,000	1.8
TOTAL, DIRECT SUPPORT/INDIRECT COSTS		= 235,675	240,000	1.8
TOTAL, EXPENDITURES		= 3,028,167	3,103,562	2.5

CAFETERIA FUND/ACCOUNT  
Special Revenue Fund

## OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
INTERFUND TRANSFERS				
=====				
INTERFUND TRANSFERS IN				
From: General Fund	8916	+ 0	0	
Other Authorized Interfund Transfers In	8919	+ 0	0	
(a) TOTAL, INTERFUND TRANSFERS IN		= 0	0	
=====				
INTERFUND TRANSFERS OUT				
Other Authorized Interfund Transfers Out	7619	+ 0	0	
(b) TOTAL, INTERFUND TRANSFERS OUT		= 0	0	
=====				
OTHER SOURCES/USES				
=====				
SOURCES				
Other Sources Transfers from Funds of Lapsed/Reorganized Districts	8965	+ 0	0	
Long-Term Debt Proceeds Proceeds from Capital Leases	8972	+ 0	0	
All Other Sources	8979	+ 0	0	
(c) TOTAL, SOURCES		= 0	0	
=====				
USES				
Debt Service Debt Service/Other Debt Other Debt Service Payments	7639	+ 0	0	
Other Uses Transfers from Funds of Lapsed/Reorganized Districts	7651	+ 0	0	
All Other Uses	7699	+ 0	0	
(d) TOTAL, USES		= 0	0	
=====				
TOTAL, OTHER FINANCING SOURCES/USES				
(a - b + c - d)		= 0	0	
=====				

CHILD DEVELOPMENT FUND  
Special Revenue Fund

CALIFORNIA  
DEPT OF EDUCATION  
Form J-204

REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
A. REVENUES				
1) Revenue Limit Sources	8010-8099	+XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXX
2) Federal Revenues	8100-8299	+ 0	0	
3) Other State Revenues	8300-8599	+ 332,410	325,785	-2.0
4) Other Local Revenues	8600-8799	+ -1,855	0	-100.0
5) TOTAL, REVENUES		= 330,555	325,785	-1.4
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	+ 110,733	115,703	4.5
2) Classified Salaries	2000-2999	+ 90,066	79,244	-12.0
3) Employee Benefits	3000-3999	+ 70,120	70,491	.5
4) Books and Supplies	4000-4999	+ 31,636	18,927	-40.2
5) Services, Other Operating Expenses	5000-5999	+ 8,242	29,431	257.1
6) Capital Outlay	6000-6599	+ 10,269	2,500	-75.7
7) Other Outgo	7100-7299	+ 0	0	
8) Direct Support/Indirect Costs	7300-7399	+ 9,489	9,489	.0
9) TOTAL, EXPENDITURES		= 330,555	325,785	-1.4
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				
		= 0	0	
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910-8929	+ 0	0	
b) Transfers Out	7610-7629	- 0	0	
2) Other Sources/Uses				
a) Sources	8930-8979	+ 0	0	
b) Uses	7630-7699	- 0	0	
3) Contributions to Restricted Programs	8980-8999	+XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXX
4) TOTAL, OTHER FINANCING SOURCES/USES		= 0	0	

CHILD DEVELOPMENT FUND  
Special Revenue FundREVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
E. NET INCREASE (DECREASE) IN FUND				
BALANCE	(C + D4)	= 0	0	
=====				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaudited	9791	+ 0	0	
b) Audit Adjustments	9792	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
c) As of July 1-Audited (Fla + Flb)		= 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
d) Adj. for Restatements	9793	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
e) Net Beginning Balance		= 0	0	
2) Ending Balance, June 30 (E + Flc)		= 0	0	
=====				
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9611	- 0	0	
Stores	9612	- 0	0	
Prepaid Expenditures	9613	- 0	0	
General Reserve				
(EC 42124)	9630	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Legally Restricted				
Balances	9640	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
b) Designated Amounts				
Designated for Economic				
Uncertainties	9710	- 0	0	
Designated for	9720-9789	- 0	0	
		- 0	0	
		- 0	0	
		- 0	0	
c) Undesignated Amount	9790	= 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
d) Unappropriated Amount	9790	=XXXXXXXXXXXXXXXXXX	0	XXXXXXXXXXXXXX
=====				



CHILD DEVELOPMENT FUND  
Special Revenue Fund

## FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
=====		
G. ASSETS		
1) Cash		
a) in County Treasury	9110	+ 20,050
b) in Banks	9120	+ 0
c) in Revolving Fund	9130	+ 0
d) with Fiscal Agent	9135	+ 0
e) collections awaiting deposit	9140	+ 0
2) Investments	9150	+ 0
3) Accounts Receivable	9160	+ 1,955
4) Due from Other Funds	9170	+ 0
5) Stores	9210	+ 0
6) Prepaid Expenditures	9220	+ 0
7) Other Current Assets	9300	+ 0
8) Fixed Assets	9400	+xxxxxxxxxxxxxxxx
9) TOTAL, ASSETS		= 22,005
=====		
H. LIABILITIES		
1) Accounts Payable	9510	+ 22,005
2) Due to Other Funds	9520	+ 0
3) Current Loans	9530	+xxxxxxxxxxxxxxxx
4) Deferred Revenue	9540	+ 0
5) Other Current Liabilities	9570	+ 0
6) Long-Term Liabilities	9580	+xxxxxxxxxxxxxxxx
7) TOTAL, LIABILITIES		= 22,005
=====		
I. FUND EQUITY		
Ending Fund Balance, June 30		
(must agree with line F2) (G9 - H7)		= 0
=====		

CHILD DEVELOPMENT FUND  
Special Revenue Fund

## REVENUE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
FEDERAL REVENUES				
Economic Opportunity Act	8150	+ 0	0	
Child Nutrition Programs	8220	+ 0	0	
Other Federal Revenue	8290	+ 0	0	
TOTAL, FEDERAL REVENUES		= 0	0	
OTHER STATE REVENUES				
Other State Revenue State Preschool	8510	+ 332,410	325,785	-2.0
Child Nutrition Programs	8520	+ 0	0	
Children's Centers Apportionments	8530	+ 0	0	
All Other State Revenue	8590	+ 0	0	
TOTAL, OTHER STATE REVENUES		= 332,410	325,785	-2.0
OTHER LOCAL REVENUES				
Local Revenue Sale of Equipment/Supplies	8631	+ 0	0	
Interest	8660	+ -1,855	0	-100.0
Fees and Contracts Children's Centers Fees	8673	+ 0	0	
Interagency Revenues	8677	+ 0	0	
All Other Fees and Contracts	8689	+ 0	0	
Other Local Revenue All Other Local Revenue	8699	+ 0	0	
Other Transfers In All Other Transfers In From All Others	8799	+ 0	0	
TOTAL, OTHER LOCAL REVENUES		= -1,855	0	-100.0
TOTAL, REVENUES		= 330,555	325,785	-1.4

CHILD DEVELOPMENT FUND  
Special Revenue Fund

## EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
CERTIFICATED SALARIES				
Teachers' Salaries	1100	+ 110,308	109,553	-.7
School Administrators' Salaries	1200	+ 0	0	
Supervisors' Salaries	1300	+ 0	0	
Guidance, Welfare and Attendance Salaries	1500	+ 0	0	
Physical and Mental Health Salaries	1600	+ 425	6,150	1,347.1
Superintendents' Salaries	1700	+ 0	0	
Administrative Personnel Salaries	1800	+ 0	0	
Other Certificated Salaries	1900	+ 0	0	
TOTAL, CERTIFICATED SALARIES		= 110,733	115,703	4.5
=====				
CLASSIFIED SALARIES				
Instructional Aides' Salaries	2100	+ 68,167	61,207	-10.2
Administrative Salaries	2200	+ 14,821	15,542	4.9
Clerical/Office Salaries	2300	+ 6,632	1,495	-77.5
Maintenance and Operations Salaries	2400	+ 0	0	
Food Services Salaries	2500	+ 0	0	
Transportation Salaries	2600	+ 0	0	
Other Classified Salaries	2900	+ 446	1,000	124.2
TOTAL, CLASSIFIED SALARIES		= 90,066	79,244	-12.0
=====				
EMPLOYEE BENEFITS				
STRS	3100	+ 9,171	9,421	2.7
PERS	3200	+ 7,799	9,389	20.4
OASDI, Medicare & Retire. in Lieu	3300	+ 8,836	7,835	-11.3
Health and Welfare Benefits	3400	+ 38,787	40,296	3.9
Unemployment Insurance	3500	+ 659	216	-67.2
Workers' Compensation	3600	+ 4,868	3,334	-31.5
Other Employee Benefits	3900	+ 0	0	
TOTAL, EMPLOYEE BENEFITS		= 70,120	70,491	.5
=====				

CHILD DEVELOPMENT FUND  
Special Revenue Fund

## EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
BOOKS AND SUPPLIES				
Textbooks	4100	+ 0	0	
Books other than Textbooks	4200	+ 4,000	1,500	-62.5
Instructional Materials and Supplies	4300	+ 17,304	8,827	-49.0
Other Supplies	4500	+ 2,000	2,500	25.0
Pupil Transportation Supplies	4600	+ 0	0	
Food Service Supplies	4700	+ 8,332	6,100	-26.8
TOTAL, BOOKS AND SUPPLIES		= 31,636	18,927	-40.2
SERVICES, OTHER OPERATING EXPENSES				
Personal Services of Instructional Consultants, Lecturers and Others	5100	+ 500	500	.0
Travel and Conferences	5200	+ 800	1,000	25.0
Dues and Memberships	5300	+ 0	0	
Insurance	5400	+ 0	0	
Utilities and Housekeeping Services	5500	+ 0	0	
Rentals, Leases and Repairs	5600	+ 0	500	new
Direct Costs - Interfund Services	5750-5799	+ 2,500	1,600	-36.0
Other Services and Operating Expenditures	5800	+ 4,442	25,831	481.5
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= 8,242	29,431	257.1
CAPITAL OUTLAY				
Sites and Improvements of Sites	6100	+ 0	0	
Buildings and Improvements of Buildings	6200	+ 269	0	-100.0
Equipment	6400	+ 10,000	2,500	-75.0
Equipment Replacement	6500	+ 0	0	
TOTAL, CAPITAL OUTLAY		= 10,269	2,500	-75.7

CHILD DEVELOPMENT FUND  
Special Revenue Fund

## EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
OTHER OUTGO				
PERS Reduction from Revenue Limit	7270	+ 0	0	
TOTAL, OTHER OUTGO		= 0	0	
=====				
DIRECT SUPPORT/INDIRECT COSTS				
Interfund Transfers of Direct Support/Indirect Costs	7350-7399	+ 9,489	9,489	.0
TOTAL, DIRECT SUPPORT/INDIRECT COSTS		= 9,489	9,489	.0
=====				
TOTAL, EXPENDITURES		= 330,555	325,785	-1.4
=====				

CHILD DEVELOPMENT FUND  
Special Revenue Fund

## OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
INTERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
From: General Fund	8911	+ 0	0	
Other Authorized Interfund Transfers In	8919	+ 0	0	
(a) TOTAL, INTERFUND TRANSFERS IN		= 0	0	
INTERFUND TRANSFERS OUT				
Other Authorized Interfund Transfers Out	7619	+ 0	0	
(b) TOTAL, INTERFUND TRANSFERS OUT		= 0	0	
OTHER SOURCES/USES				
SOURCES				
Other Sources Transfers from Funds of Lapsed/Reorganized Districts	8965	+ 0	0	
Long-Term Debt Proceeds Proceeds from Certificates of Participation	8971	+ 0	0	
Proceeds from Capital Leases	8972	+ 0	0	
All Other Sources	8979	+ 0	0	
(c) TOTAL, SOURCES		= 0	0	
USES				
Debt Service Debt Service/Other Debt Other Debt Service Payments	7639	+ 0	0	
Other Uses Transfers from Funds of Lapsed/Reorganized Districts	7651	+ 0	0	
All Other Uses	7699	+ 0	0	
(d) TOTAL, USES		= 0	0	
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d)		= 0	0	

DEFERRED MAINTENANCE FUND  
Special Revenue Fund

REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
A. REVENUES				
1) Revenue Limit Sources	8010-8099	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
2) Federal Revenues	8100-8299	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
3) Other State Revenues	8300-8599	+ 125,000	125,000	.0
4) Other Local Revenues	8600-8799	+ 8,206	5,000	-39.1
5) TOTAL, REVENUES		= 133,206	130,000	-2.4
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
2) Classified Salaries	2000-2999	+ 0	0	
3) Employee Benefits	3000-3999	+ 0	0	
4) Books and Supplies	4000-4999	+ 3,760	50,000	1,229.8
5) Services, Other Operating Expenses	5000-5999	+ 387,243	200,000	-48.4
6) Capital Outlay	6000-6599	+ 0	0	
7) Other Outgo	7100-7299	+ 0	0	
8) Direct Support/Indirect Costs	7300-7399	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
9) TOTAL, EXPENDITURES		= 391,003	250,000	-36.1
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				
		= -257,797	-120,000	-53.5
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910-8929	+ 125,000	267,170	113.7
b) Transfers Out	7610-7629	- 0	0	
2) Other Sources/Uses				
a) Sources	8930-8979	+ 0	0	
b) Uses	7630-7699	- 0	0	
3) Contributions to Restricted Programs	8980-8999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
4) TOTAL, OTHER FINANCING SOURCES/USES		= 125,000	267,170	113.7

DEFERRED MAINTENANCE FUND  
Special Revenue FundREVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
E. NET INCREASE (DECREASE) IN FUND BALANCE	(C + D4)	= -132,797	147,170	-210.8
=====				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaudited	9791	+ 417,585	284,788	-31.8
b) Audit Adjustments	9792	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
c) As of July 1-Audited (Fla + Flb)		= 417,585	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
d) Adj. for Restatements	9793	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
e) Net Beginning Balance		= 417,585	284,788	-31.8
2) Ending Balance, June 30 (E + F1e)		= 284,788	431,958	51.7
=====				
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9611	- 0	0	
Stores	9612	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Prepaid Expenditures	9613	- 0	0	
Other	9619	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
General Reserve (EC 42124)	9630	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Legally Restricted Balances	9640	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
b) Designated Amounts				
Designated for Economic Uncertainties	9710	- 284,788	289,788	1.8
Designated for	9720-9789	- 0	0	
		- 0	0	
		- 0	0	
c) Undesignated Amount	9790	= 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
d) Unappropriated Amount	9790	=XXXXXXXXXXXXXXXXXX	142,170	XXXXXXXXXXXX
=====				



DEFERRED MAINTENANCE FUND  
Special Revenue Fund

## FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
=====		
G. ASSETS		
1) Cash		
a) in County Treasury	9110	+ 159,188
b) in Banks	9120	+ 0
c) in Revolving Fund	9130	+ 0
d) with Fiscal Agent	9135	+ 0
e) collections awaiting deposit	9140	+ 0
2) Investments	9150	+ 0
3) Accounts Receivable	9160	+ 125,600
4) Due from Other Funds	9170	+ 0
5) Stores	9210	+XXXXXXXXXXXXXXXXXX
6) Prepaid Expenditures	9220	+ 0
7) Other Current Assets	9300	+ 0
8) Fixed Assets	9400	+XXXXXXXXXXXXXXXXXX
9) TOTAL, ASSETS		= 284,788
=====		
H. LIABILITIES		
1) Accounts Payable	9510	+ 0
2) Due to Other Funds	9520	+ 0
3) Current Loans	9530	+XXXXXXXXXXXXXXXXXX
4) Deferred Revenue	9540	+ 0
5) Other Current Liabilities	9570	+ 0
6) Long-Term Liabilities	9580	+XXXXXXXXXXXXXXXXXX
7) TOTAL, LIABILITIES		= 0
=====		
I. FUND EQUITY		
Ending Fund Balance, June 30		
(must agree with line F2) (G9 - H7)		= 284,788
=====		

DEFERRED MAINTENANCE FUND  
Special Revenue Fund

## REVENUE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
OTHER STATE REVENUES				
Other State Revenue				
Deferred Maintenance Allowance	8540	+ 125,000	125,000	.0
All Other State Revenue	8590	+ 0	0	
TOTAL, OTHER STATE REVENUES		= 125,000	125,000	.0
=====				
OTHER LOCAL REVENUES				
Local Revenue				
Sale of Equipment/Supplies	8631	+ 0	0	
Interest	8660	+ 8,206	5,000	-39.1
Other Local Revenue				
All Other Local Revenue	8699	+ 0	0	
Other Transfers In				
All Other Transfers In				
From All Others	8799	+ 0	0	
TOTAL, OTHER LOCAL REVENUES		= 8,206	5,000	-39.1
=====				
TOTAL, REVENUES		= 133,206	130,000	-2.4
=====				

DEFERRED MAINTENANCE FUND  
Special Revenue Fund

## EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
CLASSIFIED SALARIES				
Maintenance and Operations Salaries	2400	+ 0	0	
Other Classified Salaries	2900	+ 0	0	
TOTAL, CLASSIFIED SALARIES		= 0	0	
=====				
EMPLOYEE BENEFITS				
STRS	3100	+ 0	0	
PERS	3200	+ 0	0	
OASDI, Medicare & Retire. in Lieu	3300	+ 0	0	
Health and Welfare Benefits	3400	+ 0	0	
Unemployment Insurance	3500	+ 0	0	
Workers' Compensation	3600	+ 0	0	
Other Employee Benefits	3900	+ 0	0	
TOTAL, EMPLOYEE BENEFITS		= 0	0	
=====				
BOOKS AND SUPPLIES				
Other Supplies	4500	+ 3,760	50,000	1,229.8
TOTAL, BOOKS AND SUPPLIES		= 3,760	50,000	1,229.8
=====				
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conferences	5200	+ 0	0	
Rentals, Leases and Repairs	5600	+ 0	0	
Direct Costs - Interfund Services	5750-5799	+ 0	0	
Other Services and Operating Expenditures	5800	+ 387,243	200,000	-48.4
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= 387,243	200,000	-48.4
=====				
CAPITAL OUTLAY				
Sites and Improvements of Sites	6100	+ 0	0	
Buildings and Improvements of Buildings	6200	+ 0	0	
Equipment	6400	+ 0	0	
Equipment Replacement	6500	+ 0	0	
TOTAL, CAPITAL OUTLAY		= 0	0	
=====				

DEFERRED MAINTENANCE FUND  
Special Revenue Fund

## EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
OTHER OUTGO				
PERS Reduction from Revenue Limit	7270	+ 0	0	
TOTAL, OTHER OUTGO		= 0	0	
TOTAL, EXPENDITURES		= 391,003	250,000	-36.1

DEFERRED MAINTENANCE FUND  
Special Revenue Fund

## OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
INTERFUND TRANSFERS				
=====				
INTERFUND TRANSFERS IN				
From: General, Special Reserve, & Building Funds	8915	+ 125,000	267,170	113.7
(a) TOTAL, INTERFUND TRANSFERS IN		= 125,000	267,170	113.7
=====				
INTERFUND TRANSFERS OUT				
Other Authorized Interfund Transfers Out	7619	+ 0	0	
(b) TOTAL, INTERFUND TRANSFERS OUT		= 0	0	
=====				
OTHER SOURCES/USES				
=====				
SOURCES				
Other Sources				
Transfers from Funds of Lapsed/Reorganized Districts	8965	+ 0	0	
All Other Sources	8979	+ 0	0	
(c) TOTAL, SOURCES		= 0	0	
=====				
USES				
Other Uses				
Transfers from Funds of Lapsed/Reorganized Districts	7651	+ 0	0	
All Other Uses	7699	+ 0	0	
(d) TOTAL, USES		= 0	0	
=====				
TOTAL, OTHER FINANCING SOURCES/USES				
(a - b + c - d)		= 125,000	267,170	113.7
=====				

SPECIAL RESERVE FUND  
(Other than Capital Projects)  
Special Revenue Fund  
REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

CALIFORNIA  
DEPT OF EDUCATION  
Form J-207

Jurupa Unified School District

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
A. REVENUES				
1) Revenue Limit Sources	8010-8099	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
2) Federal Revenues	8100-8299	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
3) Other State Revenues	8300-8599	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
4) Other Local Revenues	8600-8799	+ 0	0	
5) TOTAL, REVENUES		= 0	0	
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
2) Classified Salaries	2000-2999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
3) Employee Benefits	3000-3999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
4) Books and Supplies	4000-4999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
5) Services, Other Operating Expenses	5000-5999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
6) Capital Outlay	6000-6599	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
7) Other Outgo	7100-7299	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
8) Direct Support/Indirect Costs	7300-7399	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
9) TOTAL, EXPENDITURES		=XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				
		= 0	0	
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910-8929	+ 250,000	0	-100.0
b) Transfers Out	7610-7629	- 0	250,000	
2) Other Sources/Uses				
a) Sources	8930-8979	+ 0	0	
b) Uses	7630-7699	- 0	0	
3) Contributions to Restricted Programs	8980-8999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXX
4) TOTAL, OTHER FINANCING SOURCES/USES		= 250,000	-250,000	-200.0

SPECIAL RESERVE FUND  
(Other than Capital Projects)  
Special Revenue Fund  
REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
E. NET INCREASE (DECREASE) IN FUND BALANCE	(C + D4)	= 250,000	-250,000	-200.0
=====				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaudited	9791	+ 0	250,000	
b) Audit Adjustments	9792	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
c) As of July 1-Audited (Fla + Flb)		= 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
d) Adj. for Restatements	9793	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
e) Net Beginning Balance		= 0	250,000	
2) Ending Balance, June 30 (E + F1e)		= 250,000	0	-100.0
=====				
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9611	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Stores	9612	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Prepaid Expenditures	9613	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Other	9619	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
General Reserve (EC 42124)	9630	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Legally Restricted Balances	9640	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
b) Designated Amounts				
Designated for Economic Uncertainties	9710	- 0	0	
Designated for	9720-9789	- 0	0	
		- 0	0	
		- 0	0	
c) Undesignated Amount	9790	= 250,000	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
d) Unappropriated Amount	9790	=XXXXXXXXXXXXXXXXXX	0	XXXXXXXXXXXXXX
=====				

SPECIAL RESERVE FUND  
(Other than Capital Projects)  
Special Revenue Fund  
FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
=====		
G. ASSETS		
1) Cash		
a) in County Treasury	9110	+ 250,000
b) in Banks	9120	+ 0
c) in Revolving Fund	9130	+xxxxxxxxxxxxxxxx
d) with Fiscal Agent	9135	+ 0
e) collections awaiting deposit	9140	+ 0
2) Investments	9150	+ 0
3) Accounts Receivable	9160	+ 0
4) Due from Other Funds	9170	+ 0
5) Stores	9210	+xxxxxxxxxxxxxxxx
6) Prepaid Expenditures	9220	+xxxxxxxxxxxxxxxx
7) Other Current Assets	9300	+ 0
8) Fixed Assets	9400	+xxxxxxxxxxxxxxxx
9) TOTAL, ASSETS		= 250,000
=====		
H. LIABILITIES		
1) Accounts Payable	9510	+ 0
2) Due to Other Funds	9520	+ 0
3) Current Loans	9530	+xxxxxxxxxxxxxxxx
4) Deferred Revenue	9540	+ 0
5) Other Current Liabilities	9570	+ 0
6) Long-Term Liabilities	9580	+xxxxxxxxxxxxxxxx
7) TOTAL, LIABILITIES		= 0
=====		
I. FUND EQUITY		
Ending Fund Balance, June 30		
(must agree with line F2) (G9 - H7)		= 250,000
=====		



SPECIAL RESERVE FUND  
(Other than Capital Projects)  
Special Revenue Fund  
REVENUE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
OTHER LOCAL REVENUES				
Local Revenue				
Sales				
Sale of Equipment/Supplies	8631	+ 0	0	
Interest	8660	+ 0	0	
TOTAL, OTHER LOCAL REVENUES		= 0	0	
=====				
TOTAL, REVENUES		= 0	0	
=====				

SPECIAL RESERVE FUND  
(Other than Capital Projects)  
Special Revenue Fund  
OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
INTERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
From: General Fund/CSSF	8912	+ 250,000	0	-100.0
Other Authorized Interfund Transfers In	8919	+ 0	0	
(a) TOTAL, INTERFUND TRANSFERS IN		= 250,000	0	-100.0
INTERFUND TRANSFERS OUT				
To: General Fund/CSSF	7612	+ 0	250,000	
To: State School Building Fund	7613	+ 0	0	
To: Deferred Maintenance Fund	7615	+ 0	0	
Other Authorized Interfund Transfers Out	7619	+ 0	0	
(b) TOTAL, INTERFUND TRANSFERS OUT		= 0	250,000	
OTHER SOURCES/USES				
SOURCES				
Other Sources Transfers from Funds of Lapsed/Reorganized Districts	8965	+ 0	0	
(c) TOTAL, SOURCES		= 0	0	
USES				
Other Uses Transfers from Funds of Lapsed/Reorganized Districts	7651	+ 0	0	
(d) TOTAL, USES		= 0	0	
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d)		= 250,000	-250,000	-200.0

CAPITAL FACILITIES FUND  
Capital Projects Fund  
REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

CALIFORNIA  
DEPT OF EDUCATION  
Form J-217

Jurupa Unified School District

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
A. REVENUES				
1) Revenue Limit Sources	8010-8099	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
2) Federal Revenues	8100-8299	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
3) Other State Revenues	8300-8599	+ 0	0	
4) Other Local Revenues	8600-8799	+ 532,452	363,000	-31.8
5) TOTAL, REVENUES		= 532,452	363,000	-31.8
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	+ 0	0	
2) Classified Salaries	2000-2999	+ 0	0	
3) Employee Benefits	3000-3999	+ 0	0	
4) Books and Supplies	4000-4999	+ 0	0	
5) Services, Other Operating Expenses	5000-5999	+ 72,394	223,000	208.0
6) Capital Outlay	6000-6599	+ 4,726	127,000	2,587.3
7) Other Outgo	7100-7299	+ 0	0	
8) Direct Support/Indirect Costs	7300-7399	+ 0	0	
9) TOTAL, EXPENDITURES		= 77,120	350,000	353.8
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				
		= 455,332	13,000	-97.1
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910-8929	+ 0	0	
b) Transfers Out	7610-7629	- 34,379	0	-100.0
2) Other Sources/Uses				
a) Sources	8930-8979	+ 0	0	
b) Uses	7630-7699	- 0	0	
3) Contributions to Restricted Programs	8980-8999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
4) TOTAL, OTHER FINANCING SOURCES/USES		= -34,379	0	-100.0

## CAPITAL FACILITIES FUND

Capital Projects Fund  
REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
E. NET INCREASE (DECREASE) IN FUND BALANCE	(C + D4)	= 420,953	13,000	-96.9
=====				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaudited	9791	+ 53,989	474,942	779.7
b) Audit Adjustments	9792	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
c) As of July 1-Audited (Fla + Flb)		= 53,989	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
d) Adj. for Restatements	9793	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
e) Net Beginning Balance		= 53,989	474,942	779.7
2) Ending Balance, June 30 (E + F1e)		= 474,942	487,942	2.7
=====				
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9611	- 0	0	
Stores	9612	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Prepaid Expenditures	9613	- 0	0	
Other	9619	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
General Reserve (EC 42124)	9630	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Legally Restricted Balances	9640	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
b) Designated Amounts				
Designated for Economic Uncertainties	9710	- 474,942	487,942	2.7
Designated for	9720-9789	- 0	0	
		- 0	0	
		- 0	0	
c) Undesignated Amount	9790	= 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
d) Unappropriated Amount	9790	=XXXXXXXXXXXXXXXXXX	0	XXXXXXXXXXXX
=====				

## CAPITAL FACILITIES FUND

Capital Projects Fund  
FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
=====		
G. ASSETS		
1) Cash		
a) in County Treasury	9110	+ 474,942
b) in Banks	9120	+ 0
c) in Revolving Fund	9130	+ 0
d) with Fiscal Agent	9135	+ 0
e) collections awaiting deposit	9140	+ 0
2) Investments	9150	+ 0
3) Accounts Receivable	9160	+ 0
4) Due from Other Funds	9170	+ 0
5) Stores	9210	+xxxxxxxxxxxxxxxx
6) Prepaid Expenditures	9220	+ 0
7) Other Current Assets	9300	+ 0
8) Fixed Assets	9400	+xxxxxxxxxxxxxxxx
9) TOTAL, ASSETS		= 474,942
=====		
H. LIABILITIES		
1) Accounts Payable	9510	+ 0
2) Due to Other Funds	9520	+ 0
3) Current Loans	9530	+xxxxxxxxxxxxxxxx
4) Deferred Revenue	9540	+ 0
5) Other Current Liabilities	9570	+ 0
6) Long-Term Liabilities	9580	+xxxxxxxxxxxxxxxx
7) TOTAL, LIABILITIES		= 0
=====		
I. FUND EQUITY		
Ending Fund Balance, June 30		
(must agree with line F2) (G9 - H7)		= 474,942
=====		

## CAPITAL FACILITIES FUND

Capital Projects Fund  
REVENUE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
OTHER STATE REVENUES				
Other State Revenue				
Tax Relief Subventions				
Restricted Levies - Other				
Homeowners' Exemptions	8575	+	0	0
Other Subventions/In-Lieu				
Taxes	8576	+	0	0
All Other State Revenue	8590	+	0	0
TOTAL, OTHER STATE REVENUES		=	0	0
=====				
OTHER LOCAL REVENUES				
Local Revenue				
County and District Taxes				
Restricted Levies - Other				
Secured Roll	8615	+	0	0
Unsecured Roll	8616	+	0	0
Prior Years' Taxes	8617	+	0	0
Supplemental Taxes	8618	+	0	0
Non-Ad Valorem Taxes				
Parcel Taxes	8621	+	0	0
Other	8622	+	0	0
Community Redevelopment				
Funds Not Subject to RL				
Deduction	8625	+	0	0
Sale of Equipment/Supplies	8631	+	0	0
Interest	8660	+	8,476	13,000
Fees and Contracts				
Mitigation/Developer Fees	8681	+	523,976	350,000
Other Local Revenue				
All Other Local Revenue	8699	+	0	0
Other Transfers In				
All Other Transfers In				
From All Others	8799	+	0	0
TOTAL, OTHER LOCAL REVENUES		=	532,452	363,000
=====				
TOTAL, REVENUES		=	532,452	363,000
=====				

## CAPITAL FACILITIES FUND

Capital Projects Fund  
EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
CERTIFICATED SALARIES				
Other Certificated Salaries	1900	+ 0	0	
TOTAL, CERTIFICATED SALARIES		= 0	0	
=====				
CLASSIFIED SALARIES				
Administrative Salaries	2200	+ 0	0	
Clerical/Office Salaries	2300	+ 0	0	
Maintenance and Operations Salaries	2400	+ 0	0	
Other Classified Salaries	2900	+ 0	0	
TOTAL, CLASSIFIED SALARIES		= 0	0	
=====				
EMPLOYEE BENEFITS				
STRS	3100	+ 0	0	
PERS	3200	+ 0	0	
OASDI, Medicare & Retire. in Lieu	3300	+ 0	0	
Health and Welfare Benefits	3400	+ 0	0	
Unemployment Insurance	3500	+ 0	0	
Workers' Compensation	3600	+ 0	0	
Other Employee Benefits	3900	+ 0	0	
TOTAL, EMPLOYEE BENEFITS		= 0	0	
=====				
BOOKS AND SUPPLIES				
Textbooks	4100	+ 0	0	
Instructional Materials and Supplies	4300	+ 0	0	
Other Supplies	4500	+ 0	0	
TOTAL, BOOKS AND SUPPLIES		= 0	0	
=====				

1995/96 BUDGET  
CAPITAL FACILITIES FUND

Form J-217  
Page E-2

Capital Projects Fund  
EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conferences	5200	+ 0	0	
Insurance	5400	+ 0	0	
Utilities and Housekeeping Services	5500	+ 0	0	
Rentals, Leases and Repairs	5600	+ 67,938	143,000	110.5
Direct Costs - Interfund Services	5750-5799	+ 0	0	
Other Services and Operating Expenditures	5800	+ 4,456	80,000	1,695.3
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= 72,394	223,000	208.0
=====				
CAPITAL OUTLAY				
Sites and Improvements of Sites	6100	+ 731	35,000	4,688.0
Buildings and Improvements of Buildings	6200	+ 3,995	92,000	2,202.9
Books and Media for New and Expanded Libraries	6300	+ 0	0	
Equipment	6400	+ 0	0	
Equipment Replacement	6500	+ 0	0	
TOTAL, CAPITAL OUTLAY		= 4,726	127,000	2,587.3
=====				
OTHER OUTGO				
PERS Reduction from Revenue Limit	7270	+ 0	0	
All Other Transfers Out Other Transfers Out	7299	+ 0	0	
TOTAL, OTHER OUTGO		= 0	0	
=====				
DIRECT SUPPORT/INDIRECT COSTS				
Interfund Transfers of Direct Support/Indirect Costs	7350-7399	+ 0	0	
TOTAL, DIRECT SUPPORT/INDIRECT COSTS		= 0	0	
=====				
TOTAL, EXPENDITURES		= 77,120	350,000	353.8
=====				



## CAPITAL FACILITIES FUND

Capital Projects Fund  
OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
INTERFUND TRANSFERS				
=====				
INTERFUND TRANSFERS IN				
Other Authorized Interfund Transfers In	8919	+ 0	0	
(a) TOTAL, INTERFUND TRANSFERS IN		= 0	0	
=====				
INTERFUND TRANSFERS OUT				
To: State School Building Fund	7613	+ 34,379	0	-100.0
Other Authorized Interfund Transfers Out	7619	+ 0	0	
(b) TOTAL, INTERFUND TRANSFERS OUT		= 34,379	0	-100.0
=====				
OTHER SOURCES/USES				
=====				
SOURCES				
Other Sources Transfers from Funds of Lapsed/Reorganized Districts	8965	+ 0	0	
Long-Term Debt Proceeds Proceeds from Certificates of Participation	8971	+ 0	0	
Proceeds from Capital Leases	8972	+ 0	0	
(c) TOTAL, SOURCES		= 0	0	
=====				
USES				
Debt Service Debt Service/Other Debt Other Debt Service Payments	7639	+ 0	0	
Other Uses Transfers from Funds of Lapsed/Reorganized Districts	7651	+ 0	0	
(d) TOTAL, USES		= 0	0	
=====				
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d)		= -34,379	0	-100.0
=====				

July 1 Budget  
As of June 7, 1995

1995/96 BUDGET

| 33 | 67090 | 218 |

STATE SCHOOL BUILDING  
LEASE/PURCHASE FUND  
Capital Projects Fund  
REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

CALIFORNIA  
DEPT OF EDUCATION  
Form J-218

Jurupa Unified School District

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
A. REVENUES				
1) Revenue Limit Sources	8010-8099	+xxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxx	xxxxxxxxxxx
2) Federal Revenues	8100-8299	+ 0	0	
3) Other State Revenues	8300-8599	+xxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxx	xxxxxxxxxxx
4) Other Local Revenues	8600-8799	+ 186,156	54,688	-70.6
5) TOTAL, REVENUES		= 186,156	54,688	-70.6
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	+xxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxx	xxxxxxxxxxx
2) Classified Salaries	2000-2999	+ 0	0	
3) Employee Benefits	3000-3999	+ 0	0	
4) Books and Supplies	4000-4999	+ 0	0	
5) Services, Other Operating Expenses	5000-5999	+ 0	0	
6) Capital Outlay	6000-6599	+ 6,749,382	4,581,854	-32.1
7) Other Outgo	7100-7299	+ 0	0	
8) Direct Support/Indirect Costs	7300-7399	+xxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxx	xxxxxxxxxxx
9) TOTAL, EXPENDITURES		= 6,749,382	4,581,854	-32.1
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				
		= -6,563,226	-4,527,166	-31.0
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910-8929	+ 57,447	0	-100.0
b) Transfers Out	7610-7629	- 360	0	-100.0
2) Other Sources/Uses				
a) Sources	8930-8979	+ 8,896,839	568,682	-93.6
b) Uses	7630-7699	- 0	0	
3) Contributions to Restricted Programs	8980-8999	+xxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxx	xxxxxxxxxxx
4) TOTAL, OTHER FINANCING SOURCES/USES		= 8,953,926	568,682	-93.6

STATE SCHOOL BUILDING  
LEASE/PURCHASE FUND  
Capital Projects Fund  
REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
E. NET INCREASE (DECREASE) IN FUND BALANCE	(C + D4)	= 2,390,700	-3,958,484	-265.6
=====				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaudited	9791	+ 2,429,814	4,820,514	98.4
b) Audit Adjustments	9792	+ 0	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
c) As of July 1-Audited (Fla + Flb)		= 2,429,814	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
d) Adj. for Restatements	9793	+ 0	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
e) Net Beginning Balance		= 2,429,814	4,820,514	98.4
2) Ending Balance, June 30 (E + Flc)		= 4,820,514	862,030	-82.1
=====				
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9611	- 0	0	
Stores	9612	-XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Prepaid Expenditures	9613	- 0	0	
Other	9619	-XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
General Reserve (EC 42124)	9630	-XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Legally Restricted Balances	9640	-XXXXXXXXXXXXXX	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
b) Designated Amounts				
Designated for Economic Uncertainties	9710	- 4,820,514	862,030	-82.1
Designated for	9720-9789	- 0	0	
		- 0	0	
		- 0	0	
c) Undesignated Amount	9790	= 0	XXXXXXXXXXXXXX	XXXXXXXXXXXXXX
d) Unappropriated Amount	9790	=XXXXXXXXXXXXXX	0	XXXXXXXXXXXXXX
=====				

STATE SCHOOL BUILDING  
LEASE/PURCHASE FUND  
Capital Projects Fund  
FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
=====		
G. ASSETS		
1) Cash		
a) in County Treasury	9110	+ 4,820,514
b) in Banks	9120	+ 0
c) in Revolving Fund	9130	+ 0
d) with Fiscal Agent	9135	+ 0
e) collections awaiting deposit	9140	+ 0
2) Investments	9150	+ 0
3) Accounts Receivable	9160	+ 0
4) Due from Other Funds	9170	+ 0
5) Stores	9210	+xxxxxxxxxxxxxx
6) Prepaid Expenditures	9220	+ 0
7) Other Current Assets	9300	+ 0
8) Fixed Assets	9400	+xxxxxxxxxxxxxx
9) TOTAL, ASSETS		= 4,820,514
=====		
H. LIABILITIES		
1) Accounts Payable	9510	+ 0
2) Due to Other Funds	9520	+ 0
3) Current Loans	9530	+xxxxxxxxxxxxxx
4) Deferred Revenue	9540	+ 0
5) Other Current Liabilities	9570	+ 0
6) Long-Term Liabilities	9580	+xxxxxxxxxxxxxx
7) TOTAL, LIABILITIES		= 0
=====		
I. FUND EQUITY		
Ending Fund Balance, June 30		
(must agree with line F2) (G9 - H7)		= 4,820,514
=====		

STATE SCHOOL BUILDING  
LEASE/PURCHASE FUND  
Capital Projects Fund  
REVENUE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
FEDERAL REVENUES				
School Construction	8130	+ 0	0	
Other Federal Revenue	8290	+ 0	0	
TOTAL, FEDERAL REVENUES		= 0	0	
OTHER LOCAL REVENUES				
Local Revenue				
Sale of Equipment/Supplies	8631	+ 0	0	
Leases and Rentals	8650	+ 0	0	
Interest	8660	+ 186,156	54,688	-70.6
Other Local Revenue				
All Other Local Revenue	8699	+ 0	0	
Other Transfers In				
All Other Transfers In				
From All Others	8799	+ 0	0	
TOTAL, OTHER LOCAL REVENUES		= 186,156	54,688	-70.6
TOTAL, REVENUES		= 186,156	54,688	-70.6

STATE SCHOOL BUILDING  
LEASE/PURCHASE FUND  
Capital Projects Fund  
EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
CLASSIFIED SALARIES				
Maintenance and Operations Salaries	2400	+ 0	0	
Other Classified Salaries	2900	+ 0	0	
TOTAL, CLASSIFIED SALARIES		= 0	0	
=====				
EMPLOYEE BENEFITS				
STRS	3100	+ 0	0	
PERS	3200	+ 0	0	
OASDI, Medicare & Retire. in Lieu	3300	+ 0	0	
Health and Welfare Benefits	3400	+ 0	0	
Unemployment Insurance	3500	+ 0	0	
Workers' Compensation	3600	+ 0	0	
Other Employee Benefits	3900	+ 0	0	
TOTAL, EMPLOYEE BENEFITS		= 0	0	
=====				
BOOKS AND SUPPLIES				
Other Supplies	4500	+ 0	0	
TOTAL, BOOKS AND SUPPLIES		= 0	0	
=====				
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conferences	5200	+ 0	0	
Insurance	5400	+ 0	0	
Utilities and Housekeeping Services	5500	+ 0	0	
Rentals, Leases and Repairs	5600	+ 0	0	
Direct Costs - Interfund Services	5750-5799	+ 0	0	
Other Services and Operating Expenditures	5800	+ 0	0	
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= 0	0	
=====				

STATE SCHOOL BUILDING  
LEASE/PURCHASE FUND  
Capital Projects Fund  
EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
CAPITAL OUTLAY				
Sites and Improvements of Sites	6100	+ 3,394,792	0	-100.0
Buildings and Improvements of Buildings	6200	+ 2,689,270	3,905,792	45.2
Books and Media for New and Expanded Libraries	6300	+ 0	0	
Equipment	6400	+ 665,320	676,062	1.6
Equipment Replacement	6500	+ 0	0	
TOTAL, CAPITAL OUTLAY		= 6,749,382	4,581,854	-32.1
OTHER OUTGO				
PERS Reduction from Revenue Limit	7270	+ 0	0	
All Other Transfers Out Other Transfers Out	7299	+ 0	0	
TOTAL, OTHER OUTGO		= 0	0	
TOTAL, EXPENDITURES		= 6,749,382	4,581,854	-32.1

STATE SCHOOL BUILDING  
LEASE/PURCHASE FUND  
Capital Projects Fund  
OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
INTERFUND TRANSFERS				
=====				
INTERFUND TRANSFERS IN				
From: All Other Funds	8913	+ 57,447	0	-100.0
		-----	-----	-----
Other Authorized Interfund Transfers In	8919	+ 0	0	
		-----	-----	-----
(a) TOTAL, INTERFUND TRANSFERS IN		= 57,447	0	-100.0
		-----	-----	-----
=====				
INTERFUND TRANSFERS OUT				
Other Authorized Interfund Transfers Out	7619	+ 360	0	-100.0
		-----	-----	-----
(b) TOTAL, INTERFUND TRANSFERS OUT		= 360	0	-100.0
		-----	-----	-----
=====				
OTHER SOURCES/USES				
=====				
SOURCES				
State Apportionments School Facilities Apportionments	8935	+ 8,896,839	568,682	-93.6
		-----	-----	-----
Proceeds Proceeds from Sale/Lease- Purchase of Land/Buildings	8953	+ 0	0	
		-----	-----	-----
Other Sources Transfers from Funds of Lapsed/Reorganized Districts	8965	+ 0	0	
		-----	-----	-----
Proceeds from Certificates of Participation	8971	+ 0	0	
		-----	-----	-----
Proceeds from Capital Leases	8972	+ 0	0	
		-----	-----	-----
All Other Sources	8979	+ 0	0	
		-----	-----	-----
(c) TOTAL, SOURCES		= 8,896,839	568,682	-93.6
		-----	-----	-----
=====				
USES				
Debt Service Debt Service/Other Debt Other Debt Service Payments	7639	+ 0	0	
		-----	-----	-----
Other Uses Transfers from Funds of Lapsed/Reorganized Districts	7651	+ 0	0	
		-----	-----	-----
(d) TOTAL, USES		= 0	0	
		-----	-----	-----
=====				



STATE SCHOOL BUILDING  
LEASE/PURCHASE FUND  
Capital Projects Fund  
OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
TOTAL, OTHER FINANCING SOURCES/USES				
(a - b + c - d)		= 8,953,926	568,682	-93.6
=====				

STATE SCHOOL BUILDING LEASE-PURCHASE FUND  
Capitol Projects Fund

CALIFORNIA  
DEPT OF EDUCATION  
Form J-218P (Rev 04/93)

Schedule of Project Balances

Jurupa Unified School District

RIVERSIDE County

Project Site/Location	Project Number	Total Revenue and Other Sources	Total Exp and Other Uses	Beginning Balance	Ending Balance
1. J-218 Totals (to be allocated among projects)	XXXXXXXXXX	623,370	4,581,854	4,820,514	862,030

MIRA LOMA MIDDLE SCHOOL	22/67090-12	0	76,816	76,816	0
STONE AVE. ELEMENTARY	22/67090-13	62,363	63,224	861	0
GRANITE HILL ELEMENTARY	22/67090-14	78,454	78,454	0	0
PERALTA ELEMENTARY	22/67090-15	340,482	3,403,286	3,338,067	275,263
JURUPA VALLEY PHASE III	22/67090-20	65,284	65,284	0	0
MIRA LOMA MIDDLE ADDITION	22/67090-23	0	106,382	123,500	17,118
RUBIDOUX HIGH SCHOOL	22/67090-11	0	540,139	688,239	148,100
VAN BUREN ELEMENTARY	77/67090-12	0	161,357	161,357	0
MISSION BELL ELEMENTARY	77/67090-13	0	14,813	14,813	0
WEST RIVERSIDE ELEMENTARY	77/67090-14	0	50,000	78,039	28,039
INTEREST		54,688	0	338,822	393,510
INDIAN HILLS ELEMENTARY	22/67090-04	22,099	22,099	0	0
2. Totals (must net to zero)	XXXXXXXXXX	0	0	0	0

SPECIAL RESERVE FUND  
(Capital Projects)  
Capital Projects Fund  
REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

CALIFORNIA  
DEPT OF EDUCATION  
Form J-219

Jurupa Unified School District

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
A. REVENUES				
1) Revenue Limit Sources	8010-8099	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
2) Federal Revenues	8100-8299	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
3) Other State Revenues	8300-8599	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
4) Other Local Revenues	8600-8799	+ 13,740	14,500	5.5
5) TOTAL, REVENUES		= 13,740	14,500	5.5
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
2) Classified Salaries	2000-2999	+ 0	0	
3) Employee Benefits	3000-3999	+ 0	0	
4) Books and Supplies	4000-4999	+ 702	0	-100.0
5) Services, Other Operating Expenses	5000-5999	+ 99,155	40,000	-59.7
6) Capital Outlay	6000-6599	+ 84,265	350,000	315.4
7) Other Outgo	7100-7299	+ 0	0	
8) Direct Support/Indirect Costs	7300-7399	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
9) TOTAL, EXPENDITURES		= 184,122	390,000	111.8
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				
		= -170,382	-375,500	120.4
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910-8929	+ 327,485	327,485	.0
b) Transfers Out	7610-7629	- 0	142,170	new
2) Other Sources/Uses				
a) Sources	8930-8979	+ 0	0	
b) Uses	7630-7699	- 0	0	
3) Contributions to Restricted Programs	8980-8999	+XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
4) TOTAL, OTHER FINANCING SOURCES/USES		= 327,485	185,315	-43.4

SPECIAL RESERVE FUND  
(Capital Projects)  
Capital Projects Fund  
REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
E. NET INCREASE (DECREASE) IN FUND BALANCE	(C + D4)	= 157,103	-190,185	-221.1
=====				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaudited	9791	+ 363,677	520,780	43.2
b) Audit Adjustments	9792	+ 0	XXXXXXXXXXXXXXXX	XXXXXXXXXXXX
c) As of July 1-Audited (F1a + F1b)		= 363,677	XXXXXXXXXXXXXXXX	XXXXXXXXXXXX
d) Adj. for Restatements	9793	+ 0	XXXXXXXXXXXXXXXX	XXXXXXXXXXXX
e) Net Beginning Balance		= 363,677	520,780	43.2
2) Ending Balance, June 30 (E + F1e)		= 520,780	330,595	-36.5
=====				
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9611	- 0	0	
Stores	9612	-XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Prepaid Expenditures	9613	- 0	0	
Other	9619	-XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXX
General Reserve (EC 42124)	9630	-XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Legally Restricted Balances	9640	-XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXX
b) Designated Amounts				
Designated for Economic Uncertainties	9710	- 512,258	321,673	-37.2
Designated for	9720-9789			
.....	9720	- 8,522	8,922	4.7
		- 0	0	
		- 0	0	
c) Undesignated Amount	9790	= 0	XXXXXXXXXXXXXXXX	XXXXXXXXXXXX
d) Unappropriated Amount	9790	=XXXXXXXXXXXXXXXX	0	XXXXXXXXXXXX
=====				

SPECIAL RESERVE FUND  
(Capital Projects)  
Capital Projects Fund  
FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
=====		
G. ASSETS		
1) Cash		
a) in County Treasury	9110	+ 520,780
b) in Banks	9120	+ 0
c) in Revolving Fund	9130	+ 0
d) with Fiscal Agent	9135	+ 0
e) collections awaiting deposit	9140	+ 0
2) Investments	9150	+ 0
3) Accounts Receivable	9160	+ 0
4) Due from Other Funds	9170	+ 0
5) Stores	9210	+XXXXXXXXXXXXXXXXX
6) Prepaid Expenditures	9220	+ 0
7) Other Current Assets	9300	+ 0
8) Fixed Assets	9400	+XXXXXXXXXXXXXXXXX
9) TOTAL, ASSETS		= 520,780
=====		
H. LIABILITIES		
1) Accounts Payable	9510	+ 0
2) Due to Other Funds	9520	+ 0
3) Current Loans	9530	+XXXXXXXXXXXXXXXXX
4) Deferred Revenue	9540	+ 0
5) Other Current Liabilities	9570	+ 0
6) Long-Term Liabilities	9580	+XXXXXXXXXXXXXXXXX
7) TOTAL, LIABILITIES		= 0
=====		
I. FUND EQUITY		
Ending Fund Balance, June 30 (must agree with line F2) (G9 - H7)		= 520,780
=====		

SPECIAL RESERVE FUND  
(Capital Projects)  
Capital Projects Fund  
REVENUE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
OTHER LOCAL REVENUES				
Local Revenue				
Sales				
Sale of Equipment/Supplies	8631	+ 0	0	
Leases and Rentals	8650	+ 0	0	
Interest	8660	+ 13,740	14,500	5.5
TOTAL, OTHER LOCAL REVENUES		= 13,740	14,500	5.5
=====				
TOTAL, REVENUES		= 13,740	14,500	5.5
=====				

SPECIAL RESERVE FUND  
(Capital Projects)  
Capital Projects Fund  
EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
CLASSIFIED SALARIES				
Maintenance and Operations Salaries	2400	+ 0	0	
Other Classified Salaries	2900	+ 0	0	
TOTAL, CLASSIFIED SALARIES		= 0	0	
=====				
EMPLOYEE BENEFITS				
STRS	3100	+ 0	0	
PERS	3200	+ 0	0	
OASDI, Medicare & Retire. in Lieu	3300	+ 0	0	
Health and Welfare Benefits	3400	+ 0	0	
Unemployment Insurance	3500	+ 0	0	
Workers' Compensation	3600	+ 0	0	
Other Employee Benefits	3900	+ 0	0	
TOTAL, EMPLOYEE BENEFITS		= 0	0	
=====				
BOOKS AND SUPPLIES				
Other Supplies	4500	+ 702	0	-100.0
TOTAL, BOOKS AND SUPPLIES		= 702	0	-100.0
=====				
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conferences	5200	+ 0	0	
Insurance	5400	+ 0	0	
Utilities and Housekeeping Services	5500	+ 0	0	
Rentals, Leases and Repairs	5600	+ 94,897	40,000	-57.8
Direct Costs - Interfund Services	5750-5799	+ 0	0	
Other Services and Operating Expenditures	5800	+ 4,258	0	-100.0
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= 99,155	40,000	-59.7
=====				

SPECIAL RESERVE FUND  
(Capital Projects)  
Capital Projects Fund  
EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
CAPITAL OUTLAY				
Sites and Improvements of Sites	6100	+ 1,943	350,000	17,913.4
Buildings and Improvements of Buildings	6200	+ 76,326	0	-100.0
Books and Media for New and Expanded Libraries	6300	+ 0	0	
Equipment	6400	+ 0	0	
Equipment Replacement	6500	+ 5,996	0	-100.0
TOTAL, CAPITAL OUTLAY		= 84,265	350,000	315.4
OTHER OUTGO				
PERS Reduction from Revenue Limit	7270	+ 0	0	
TOTAL, OTHER OUTGO		= 0	0	
TOTAL, EXPENDITURES		= 184,122	390,000	111.8



SPECIAL RESERVE FUND  
(Capital Projects)  
Capital Projects Fund  
OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
INTERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
From: General Fund/CSSF	8912	+ 327,485	327,485	.0
Other Authorized Interfund Transfers In	8919	+ 0	0	
(a) TOTAL, INTERFUND TRANSFERS IN		= 327,485	327,485	.0
INTERFUND TRANSFERS OUT				
To: General Fund/CSSF	7612	+ 0	0	
To: State School Building Fund	7613	+ 0	0	
To: Deferred Maintenance Fund	7615	+ 0	142,170	new
Other Authorized Interfund Transfers Out	7619	+ 0	0	
(b) TOTAL, INTERFUND TRANSFERS OUT		= 0	142,170	new
OTHER SOURCES/USES				
SOURCES				
Proceeds				
Proceeds from Sale/Lease-Purchase of Land/Buildings	8953	+ 0	0	
Other Sources				
Transfers from Funds of Lapsed/Reorganized Districts	8965	+ 0	0	
Proceeds from Capital Leases	8972	+ 0	0	
(c) TOTAL, SOURCES		= 0	0	
USES				
Debt Service				
Debt Service/Other Debt				
Other Debt Service Payments	7639	+ 0	0	
Other Uses				
Transfers from Funds of Lapsed/Reorganized Districts	7651	+ 0	0	
(d) TOTAL, USES		= 0	0	
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d)		= 327,485	185,315	-43.4

TAX OVERRIDE FUND  
Debt Service Fund

CALIFORNIA  
DEPT OF EDUCATION  
Form J-227

REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
A. REVENUES				
1) Revenue Limit Sources	8010-8099	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
2) Federal Revenues	8100-8299	+ 0	0	
3) Other State Revenues	8300-8599	+ 0	0	
4) Other Local Revenues	8600-8799	+ 3,462	3,200	-7.6
5) TOTAL, REVENUES		= 3,462	3,200	-7.6
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
2) Classified Salaries	2000-2999	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
3) Employee Benefits	3000-3999	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
4) Books and Supplies	4000-4999	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
5) Services, Other Operating Expenses	5000-5999	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
6) Capital Outlay	6000-6599	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
7) Other Outgo	7100-7299	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
8) Direct Support/Indirect Costs	7300-7399	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
9) TOTAL, EXPENDITURES		=xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				
		= 3,462	3,200	-7.6
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910-8929	+ 0	0	
b) Transfers Out	7610-7629	- 0	0	
2) Other Sources/Uses				
a) Sources	8930-8979	+ 39,960	39,960	.0
b) Uses	7630-7699	- 49,950	49,950	.0
3) Contributions to Restricted Programs	8980-8999	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
4) TOTAL, OTHER FINANCING SOURCES/USES		= -9,990	-9,990	.0

TAX OVERRIDE FUND  
Debt Service FundREVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
E. NET INCREASE (DECREASE) IN FUND BALANCE	(C + D4)	= -6,528	-6,790	4.0
=====				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaudited	9791	+ 31,540	25,012	-20.7
b) Audit Adjustments	9792	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
c) As of July 1-Audited (Fla + Fl1b)		= 31,540	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
d) Adj. for Restatements	9793	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
e) Net Beginning Balance		= 31,540	25,012	-20.7
2) Ending Balance, June 30 (E + Fl1e)		= 25,012	18,222	-27.1
=====				
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9611	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Stores	9612	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Prepaid Expenditures	9613	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Other	9619	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
General Reserve (EC 42124)	9630	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Legally Restricted Balances	9640	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
b) Designated Amounts				
Designated for Economic Uncertainties	9710	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Designated for	9720-9789	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
		-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
		-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
c) Undesignated Amount	9790	= 25,012	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
d) Unappropriated Amount	9790	=XXXXXXXXXXXXXXXXXX	18,222	XXXXXXXXXXXXXX
=====				

TAX OVERRIDE FUND  
Debt Service Fund

## FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
=====		
G. ASSETS		
1) Cash		
a) in County Treasury	9110	+ 25,012
b) in Banks	9120	+ 0
c) in Revolving Fund	9130	+xxxxxxxxxxxxxxxx
d) with Fiscal Agent	9135	+ 0
e) collections awaiting deposit	9140	+ 0
2) Investments	9150	+ 0
3) Accounts Receivable	9160	+ 0
4) Due from Other Funds	9170	+ 0
5) Stores	9210	+xxxxxxxxxxxxxxxx
6) Prepaid Expenditures	9220	+xxxxxxxxxxxxxxxx
7) Other Current Assets	9300	+ 0
8) Fixed Assets	9400	+xxxxxxxxxxxxxxxx
9) TOTAL, ASSETS		= 25,012
=====		
H. LIABILITIES		
1) Accounts Payable	9510	+ 0
2) Due to Other Funds	9520	+ 0
3) Current Loans	9530	+xxxxxxxxxxxxxxxx
4) Deferred Revenue	9540	+ 0
5) Other Current Liabilities	9570	+ 0
6) Long-Term Liabilities	9580	+xxxxxxxxxxxxxxxx
7) TOTAL, LIABILITIES		= 0
=====		
I. FUND EQUITY		
Ending Fund Balance, June 30		
(must agree with line F2) (G9 - H7)		= 25,012
=====		

TAX OVERRIDE FUND  
Debt Service Fund

## REVENUE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
FEDERAL REVENUES				
Other Federal Revenue	8290	+ 0	0	
TOTAL, FEDERAL REVENUES		= 0	0	
OTHER STATE REVENUES				
Other State Revenue				
Tax Relief Subventions				
Voted Indebtedness Levies				
Homeowners' Exemptions	8571	+ 0	0	
Other Subventions/In-Lieu				
Taxes	8572	+ 0	0	
TOTAL, OTHER STATE REVENUES		= 0	0	
OTHER LOCAL REVENUES				
Local Revenue				
County and District Taxes				
Voted Indebtedness Levies				
Secured Roll	8611	+ 3,461	3,200	-7.5
Unsecured Roll	8612	+ 0	0	
Prior Years' Taxes	8613	+ 1	0	-100.0
Supplemental Taxes	8614	+ 0	0	
Non-Ad Valorem Taxes				
Parcel Taxes	8621	+ 0	0	
Penalties and Interest on				
Delinquent Non-Revenue				
Limit Taxes	8629	+ 0	0	
Interest	8660	+ 0	0	
Other Local Revenue				
All Other Local Revenue	8699	+ 0	0	
TOTAL, OTHER LOCAL REVENUES		= 3,462	3,200	-7.6
TOTAL, REVENUES		= 3,462	3,200	-7.6

TAX OVERRIDE FUND  
Debt Service Fund

## OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
INTERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
Other Authorized Interfund Transfers In	8919	+	0	0
(a) TOTAL, INTERFUND TRANSFERS IN		=	0	0
INTERFUND TRANSFERS OUT				
Other Authorized Interfund Transfers Out	7619	+	0	0
(b) TOTAL, INTERFUND TRANSFERS OUT		=	0	0
OTHER SOURCES/USES				
SOURCES				
Other Sources				
Transfer of School Building Aid	8961	+	39,960	39,960 .0
Transfers from Funds of Lapsed/Reorganized Districts	8965	+	0	0
(c) TOTAL, SOURCES		=	39,960	39,960 .0
USES				
Debt Service				
State School Building Repayment	7632	+	49,950	49,950 .0
Payments to Original District for Acquisition of Property	7636	+	0	0
Debt Service/Other Debt				
Other Debt Service Payments	7639	+	0	0
Other Uses				
Transfers from Funds of Lapsed/Reorganized Districts	7651	+	0	0
Transfer of School Building Aid	7661	+	0	0
(d) TOTAL, USES		=	49,950	49,950 .0
TOTAL, OTHER FINANCING SOURCES/USES		=	-9,990	-9,990 .0
(a - b + c - d)				

SELF-INSURANCE FUND  
Internal Service Fund

CALIFORNIA  
DEPT OF EDUCATION  
Form J-236

REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
A. REVENUES				
1) Revenue Limit Sources	8010-8099	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
2) Federal Revenues	8100-8299	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
3) Other State Revenues	8300-8599	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
4) Other Local Revenues	8600-8799	+ 51,500	201,500	291.3
5) TOTAL, REVENUES		= 51,500	201,500	291.3
B. EXPENDITURES				
1) Certificated Salaries	1000-1999	+ 0	0	
2) Classified Salaries	2000-2999	+ 0	0	
3) Employee Benefits	3000-3999	+ 0	0	
4) Books and Supplies	4000-4999	+ 0	0	
5) Services, Other Operating Expenses	5000-5999	+ 101,577	201,500	98.4
6) Capital Outlay	6000-6599	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
7) Other Outgo	7100-7299	+ 0	0	
8) Direct Support/Indirect Costs	7300-7399	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
9) TOTAL, EXPENDITURES		= 101,577	201,500	98.4
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)				
		= -50,077	0	-100.0
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910-8929	+ 0	0	
b) Transfers Out	7610-7629	- 0	0	
2) Other Sources/Uses				
a) Sources	8930-8979	+ 0	0	
b) Uses	7630-7699	- 0	0	
3) Contributions to Restricted Programs	8980-8999	+xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx
4) TOTAL, OTHER FINANCING SOURCES/USES		= 0	0	

SELF-INSURANCE FUND  
Internal Service Fund

REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
E. NET INCREASE (DECREASE) IN FUND BALANCE	(C + D4)	= -50,077	0	-100.0
=====				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaudited	9791	+ 50,077	0	-100.0
b) Audit Adjustments	9792	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
c) As of July 1-Audited (Fla + Flb)		= 50,077	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
d) Adj. for Restatements	9793	+ 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
e) Net Beginning Balance		= 50,077	0	-100.0
2) Ending Balance, June 30 (E + F1e)		= 0	0	
=====				
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9611	- 0	0	
Stores	9612	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Prepaid Expenditures	9613	- 0	0	
Other	9619	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
General Reserve (EC 42124)	9630	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Legally Restricted Balances	9640	-XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
b) Designated Amounts				
Designated for Economic Uncertainties	9710	- 0	0	
Designated for	9720-9789	- 0	0	
		- 0	0	
		- 0	0	
		- 0	0	
c) Undesignated Amount	9790	= 0	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
d) Unappropriated Amount	9790	=XXXXXXXXXXXXXXXXXX	0	XXXXXXXXXXXXXX
=====				



SELF-INSURANCE FUND  
Internal Service Fund

## FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
=====		
G. ASSETS		
1) Cash		
a) in County Treasury	9110	+ 40,618
b) in Banks	9120	+ 0
c) in Revolving Fund	9130	+ 0
d) with Fiscal Agent	9135	+ 0
e) collections awaiting deposit	9140	+ 0
2) Investments	9150	+ 0
3) Accounts Receivable	9160	+ 0
4) Due from Other Funds	9170	+ 0
5) Stores	9210	+xxxxxxxxxxxxxxxx
6) Prepaid Expenditures	9220	+ 0
7) Other Current Assets	9300	+ 0
8) Fixed Assets		
a) Land	9410	+ 0
b) Improvements of Sites	9420	+ 0
c) Buildings	9430	+ 0
d) Accumulated Depreciation - Buildings	9435	- 0
e) Equipment	9440	+ 0
f) Accumulated Depreciation - Equipment	9445	- 0
g) Work in Progress	9450	+ 0
9) TOTAL, ASSETS		= 40,618
=====		
H. LIABILITIES		
1) Accounts Payable	9510	+ 40,618
2) Due to Other Funds	9520	+ 0
3) Current Loans	9530	+xxxxxxxxxxxxxxxx
4) Deferred Revenue	9540	+ 0
5) Other Current Liabilities	9570	+ 0
6) Long-Term Liabilities		
a) Compensated Absences	9585	+ 0
b) COPs Payable	9586	+ 0

SELF-INSURANCE FUND  
Internal Service Fund

## FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual
H. LIABILITIES (Continued)		
c) Obligations Under Capital Lease Agreements	9587	+ 0
d) Other Long-Term Liabilities	9589	+ 0
7) TOTAL, LIABILITIES		= 40,618
I. FUND EQUITY		
Ending Fund Balance, June 30 (must agree with line F2) (G9 - H7)		= 0

SELF-INSURANCE FUND  
Internal Service Fund

## REVENUE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
OTHER LOCAL REVENUES				
Local Revenue				
Interest	8660	+ 1,500	1,500	.0
		-----	-----	-----
Fees and Contracts				
In-District Premiums/ Contributions	8674	+ 50,000	200,000	300.0
		-----	-----	-----
All Other Fees and Contracts	8689	+ 0	0	
		-----	-----	-----
Other Local Revenue				
All Other Local Revenue	8699	+ 0	0	
		-----	-----	-----
Other Transfers In				
All Other Transfers In From All Others	8799	+ 0	0	
		-----	-----	-----
TOTAL, OTHER LOCAL REVENUES		= 51,500	201,500	291.3
=====				
TOTAL, REVENUES		= 51,500	201,500	291.3
=====				

1995/96 BUDGET  
 SELF-INSURANCE FUND  
 Internal Service Fund

Form J-236  
 Page E-1

EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
CERTIFICATED SALARIES				
Physical and Mental Health Salaries	1600	+	0	0
Administrative Personnel Salaries	1800	+	0	0
TOTAL, CERTIFICATED SALARIES		=	0	0
CLASSIFIED SALARIES				
Administrative Salaries	2200	+	0	0
Clerical/Office Salaries	2300	+	0	0
Maintenance and Operations Salaries	2400	+	0	0
Other Classified Salaries	2900	+	0	0
TOTAL, CLASSIFIED SALARIES		=	0	0
EMPLOYEE BENEFITS				
STRS	3100	+	0	0
PERS	3200	+	0	0
OASDI, Medicare & Retire. in Lieu	3300	+	0	0
Health and Welfare Benefits	3400	+	0	0
Unemployment Insurance	3500	+	0	0
Workers' Compensation	3600	+	0	0
Other Employee Benefits	3900	+	0	0
TOTAL, EMPLOYEE BENEFITS		=	0	0
BOOKS AND SUPPLIES				
Other Supplies	4500	+	0	0
TOTAL, BOOKS AND SUPPLIES		=	0	0
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conferences	5200	+	0	0
Dues and Memberships	5300	+	0	0
Insurance	5400	+	47,373	54,000 14.0
Utilities and Housekeeping Services	5500	+	0	0
Rentals, Leases and Repairs	5600	+	891	1,000 12.2
Direct Costs - Interfund				

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1995/96 BUDGET  
SELF-INSURANCE FUND  
Internal Service Fund

Form J-236  
Page E-2

EXPENDITURE DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
SERVICES, OTHER OPERATING EXPENSES (Cont.)				
Services	5750-5799	+ 3,327	0	-100.0
Other Services and Operating Expenditures	5800	+ 49,986	146,500	193.1
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= 101,577	201,500	98.4
OTHER OUTGO				
PERS Reduction from Revenue Limit	7270	+ 0	0	
TOTAL, OTHER OUTGO		= 0	0	
TOTAL, EXPENDITURES		= 101,577	201,500	98.4

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8970

SELF-INSURANCE FUND  
Internal Service Fund

## OTHER FINANCING SOURCES/USES DETAIL

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual	1995/96 Budget	Percent Difference
=====				
INTERFUND TRANSFERS				
INTERFUND TRANSFERS IN				
Other Authorized Interfund Transfers In	8919	+ 0	0	
(a) TOTAL, INTERFUND TRANSFERS IN		= 0	0	
=====				
INTERFUND TRANSFERS OUT				
Other Authorized Interfund Transfers Out	7619	+ 0	0	
(b) TOTAL, INTERFUND TRANSFERS OUT		= 0	0	
=====				
OTHER SOURCES/USES				
SOURCES				
Other Sources Transfers from Funds of Lapsed/Reorganized Districts	8965	+ 0	0	
(c) TOTAL, SOURCES		= 0	0	
=====				
USES				
Other Uses Transfers from Funds of Lapsed/Reorganized Districts	7651	+ 0	0	
(d) TOTAL, USES		= 0	0	
=====				
TOTAL, OTHER FINANCING SOURCES/USES				
(a - b + c - d)		= 0	0	
=====				

Jurupa Unified School District

NOTE: Criteria #1 - Average Daily Attendance is only applicable for the Adult Education Fund.

Please refer to the Criteria & Standards Instructions (page 3) for additional reporting requirements.

Criteria	Standard												
1. AVERAGE DAILY ATTENDANCE	ADA has not been overestimated in either 1) First prior year (1994/95) OR 2) Two or more of the previous three years by MORE THAN the following variance levels:												
	<table><tr><th>Variance Level</th><th>ADA Range</th></tr><tr><td>1.030</td><td>0 to 300</td></tr><tr><td>1.025</td><td>301 to 1,000</td></tr><tr><td>1.020</td><td>1,001 to 30,000</td></tr><tr><td>1.015</td><td>30,001 to 400,000</td></tr><tr><td>1.010</td><td>400,001 and Over</td></tr></table>	Variance Level	ADA Range	1.030	0 to 300	1.025	301 to 1,000	1.020	1,001 to 30,000	1.015	30,001 to 400,000	1.010	400,001 and Over
Variance Level	ADA Range												
1.030	0 to 300												
1.025	301 to 1,000												
1.020	1,001 to 30,000												
1.015	30,001 to 400,000												
1.010	400,001 and Over												

Your Variance Level is: 1.020

ADA Variance Level

Determine the ratio of budgeted ADA to actual ADA for each of the three prior years.  
Enter ADA data from the Form J-200A.  
(Form J-200A, the sum of lines 12, 13 and 15, REVENUE LIMIT Column.)

Fiscal Year	Budget Estimate	Actual	Variance Level Budget/Actual
Third Prior Year (1992/93)	137	142	.9648
Second Prior Year (1993/94)	142	164	.8659
First Prior Year (1994/95)	164	165	.9939

Comparison to ADA Standard

- a. Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 2 or more of the 3 previous years? (Yes/No) No
- b. Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 1994/95? (Yes/No) No

If you responded YES to either a or b, please explain below or provide separate attachments why your district overestimated ADA in excess of the standard ADA variance level.

N/A

Jurupa Unified School District (33-67090)

RIVERSIDE County

Criteria Standard  
2. OPERATING DEFICIT Operating deficits in either the 1) First AND second prior years OR 2) First AND third prior years have not exceeded for the following variance levels:

Variance Level	ADA Range		
.0165	0	to	300
.0132	301	to	1,000
.0099	1,001	to	30,000
.0066	30,001	to	400,000
.0033	400,001	and	Over

Your Variance Level is: .0099

Deficit Variance Level (J-2XX)

Determine the ratio of operating deficits to expenditures for each of the three prior years and the budget year. Enter total expenditures and any operating deficits from the Form J-2XX:

Fiscal Year	Operating Expenditure (J-2XX)	Operating Deficit (J-2XX)	Variance Level Deficit/Expenditure
Third Prior Year (1992/93)	\$ 201,986	\$ 0	.0000
Second Prior Year (1993/94)	\$ 238,242	\$ 1,749	.0073
First Prior Year (1994/95)	\$ 226,702	\$ 0	.0000
Budget Year (1995/96)	\$ 256,488	\$ 0	.0000

Comparison to Operating Deficit Standard

- a. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 and 1993/94? (Yes/No) No
- b. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 AND 1992/93 (Yes/No) No

If you responded YES to either a or b, please explain below or provide separate attachments why your district's operating deficits are in excess of the standard operating variance level.

N/A

SUPPLEMENTAL INFORMATION

A. Changes in Fund Balance Trend (J-2XX)

Fiscal Year	Ending Fund Balance	Net Inc./ (Dec.) Over Prior Year	Percentage Inc./ (Dec.)
Third Prior Year (1992/93)	\$ 38,358		
Second Prior Year (1993/94)	\$ 36,609	\$ -1,749	-4.56 %
First Prior Year (1994/95)	\$ 81,521	\$ 44,912	122.68 %
Budget Year (1995/96)	\$ 81,521	\$ 0	.00 %



Jurupa Unified School District (33-67090)

RIVERSIDE County

1. Provide an explanation if the fund balance reflects a continuing decline over the 3 prior years:

N/A

B. Use of One-Time Resources

1. List all one-time resources and the amounts committed to fund the district's ongoing operations:

N/A

2. Identify how the one-time resources listed above will be replaced to continue funding the district's ongoing operations:

N/A

C. Multi-Year Commitments

Complete the following table for all multi-year commitments for the budget year and the following two years. You will need to clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the 1995/96 fiscal year and the following two years, and the funding source of payment. If the source of payment is not the same for the three year period, describe the funding source for each year. (EXCLUDE SALARY AND BENEFIT SETTLEMENTS SINCE THEY ARE REQUESTED IN THE SUBSEQUENT PAGES; ALSO EXCLUDE EQUIPMENT LEASES, MAINTENANCE AGREEMENTS, AND OTHER MINOR OPERATING EXPENSES.)

Type of Commitment	# of Years	Balance July 1, 1995	1995/96 Payment (P & I)	1996/97 Payment (P & I)	1997/98 Payment (P & I)	Funding Source
Cert. of Participation	0	0	0	0	0	
General Obligation Bonds	0	0	0	0	0	
State School Bldg. Loans	0	0	0	0	0	
Capital Leases	0	0	0	0	0	
Postretirement Benefits*	0	0	0	0	0	
Other Commitments:	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	

Comments:

N/A

Jurupa Unified School District

NOTE: Criteria #1 - Average Daily Attendance is only applicable for the Adult Education Fund.

Please refer to the Criteria & Standards Instructions (page 3) for additional reporting requirements.

Criteria	Standard												
1. AVERAGE DAILY ATTENDANCE	ADA has not been overestimated in either 1) First prior year (1994/95) OR 2) Two or more of the previous three years by MORE THAN the following variance levels:												
	<table><tr><th>Variance Level</th><th>ADA Range</th></tr><tr><td>1.030</td><td>0 to 300</td></tr><tr><td>1.025</td><td>301 to 1,000</td></tr><tr><td>1.020</td><td>1,001 to 30,000</td></tr><tr><td>1.015</td><td>30,001 to 400,000</td></tr><tr><td>1.010</td><td>400,001 and Over</td></tr></table>	Variance Level	ADA Range	1.030	0 to 300	1.025	301 to 1,000	1.020	1,001 to 30,000	1.015	30,001 to 400,000	1.010	400,001 and Over
Variance Level	ADA Range												
1.030	0 to 300												
1.025	301 to 1,000												
1.020	1,001 to 30,000												
1.015	30,001 to 400,000												
1.010	400,001 and Over												

Your Variance Level is: .000

ADA Variance Level

Determine the ratio of budgeted ADA to actual ADA for each of the three prior years.  
Enter ADA data from the Form J-200A.  
(Form J-200A, the sum of lines 12, 13 and 15, REVENUE LIMIT Column.)

Fiscal Year	Budget Estimate	Actual	Variance Level Budget/Actual
Third Prior Year (1992/93)	0	0	.0000
Second Prior Year (1993/94)	0	0	.0000
First Prior Year (1994/95)	0	0	.0000

Comparison to ADA Standard

- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 2 or more of the 3 previous years? (Yes/No)
- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 1994/95? (Yes/No)

If you responded YES to either a or b, please explain below or provide separate attachments why your district overestimated ADA in excess of the standard ADA variance level.

N/A

Jurupa Unified School District (33-67090)

RIVERSIDE County

Criteria	Standard
2. OPERATING DEFICIT	Operating deficits in either the 1) First AND second prior years OR 2) First AND third prior years have not exceeded for the following variance levels:
	Variance Level
	ADA Range
	.0165 0 to 300
	.0132 301 to 1,000
	.0099 1,001 to 30,000
	.0066 30,001 to 400,000
	.0033 400,001 and Over

Your Variance Level is: .0099

# Deficit Variance Level (J-2XX)

Determine the ratio of operating deficits to expenditures for each of the three prior years and the budget year. Enter total expenditures and any operating deficits from the Form J-2XX:

Fiscal Year	Operating Expenditure (J-2XX)	Operating Deficit (J-2XX)	Variance Level Deficit/Expenditure
Third Prior Year (1992/93)	\$ 2,521,169	\$ 0	.0000
Second Prior Year (1993/94)	\$ 2,691,831	\$ 0	.0000
First Prior Year (1994/95)	\$ 3,028,167	\$ 0	.0000
Budget Year (1995/96)	\$ 3,103,562	\$ 0	.0000

# Comparison to Operating Deficit Standard

a. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 and 1993/94? (Yes/No)

No

b. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 AND 1992/93 (Yes/No)

No

If you responded YES to either a or b, please explain below or provide separate attachments why your district's operating deficits are in excess of the standard operating variance level.

N/A

# SUPPLEMENTAL INFORMATION

## A. Changes in Fund Balance Trend (J-2XX)

Fiscal Year	Ending Fund Balance	Net Inc./ (Dec.) Over Prior Year	Percentage Inc./ (Dec.)
Third Prior Year (1992/93)	\$ 965,855		
Second Prior Year (1993/94)	\$ 1,282,195	\$ 316,340	32.75 %
First Prior Year (1994/95)	\$ 1,229,296	\$ -52,899	-4.13 %
Budget Year (1995/96)	\$ 1,356,734	\$ 127,438	10.37 %

Jurupa Unified School District (33-67090)

RIVERSIDE County

1. Provide an explanation if the fund balance reflects a continuing decline over the 3 prior years:

N/A

B. Use of One-Time Resources

1. List all one-time resources and the amounts committed to fund the district's ongoing operations:

N/A

2. Identify how the one-time resources listed above will be replaced to continue funding the district's ongoing operations:

N/A

C. Multi-Year Commitments

Complete the following table for all multi-year commitments for the budget year and the following two years. You will need to clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the 1995/96 fiscal year and the following two years, and the funding source of payment. If the source of payment is not the same for the three year period, describe the funding source for each year. (EXCLUDE SALARY AND BENEFIT SETTLEMENTS SINCE THEY ARE REQUESTED IN THE SUBSEQUENT PAGES; ALSO EXCLUDE EQUIPMENT LEASES, MAINTENANCE AGREEMENTS, AND OTHER MINOR OPERATING EXPENSES.)

Type of Commitment	# of Years	Balance July 1, 1995	1995/96 Payment (P & I)	1996/97 Payment (P & I)	1997/98 Payment (P & I)	Funding Source
Cert. of Participation	0	0	0	0	0	
General Obligation Bonds	0	0	0	0	0	
State School Bldg. Loans	0	0	0	0	0	
Capital Leases	0	0	0	0	0	
Postretirement Benefits*	0	0	0	0	0	
Other Commitments:	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	

Comments:

N/A

Jurupa Unified School District

NOTE: Criteria #1 - Average Daily Attendance is only applicable for the Adult Education Fund.

Please refer to the Criteria & Standards Instructions (page 3) for additional reporting requirements.

Criteria	Standard												
1. AVERAGE DAILY ATTENDANCE	ADA has not been overestimated in either 1) First prior year (1994/95) OR 2) Two or more of the previous three years by MORE THAN the following variance levels:												
	<table><tr><th>Variance Level</th><th>ADA Range</th></tr><tr><td>1.030</td><td>0 to 300</td></tr><tr><td>1.025</td><td>301 to 1,000</td></tr><tr><td>1.020</td><td>1,001 to 30,000</td></tr><tr><td>1.015</td><td>30,001 to 400,000</td></tr><tr><td>1.010</td><td>400,001 and Over</td></tr></table>	Variance Level	ADA Range	1.030	0 to 300	1.025	301 to 1,000	1.020	1,001 to 30,000	1.015	30,001 to 400,000	1.010	400,001 and Over
Variance Level	ADA Range												
1.030	0 to 300												
1.025	301 to 1,000												
1.020	1,001 to 30,000												
1.015	30,001 to 400,000												
1.010	400,001 and Over												

Your Variance Level is: .000

ADA Variance Level

Determine the ratio of budgeted ADA to actual ADA for each of the three prior years.  
Enter ADA data from the Form J-200A.  
(Form J-200A, the sum of lines 12, 13 and 15, REVENUE LIMIT Column.)

Fiscal Year	Budget Estimate	Actual	Variance Level Budget/Actual
Third Prior Year (1992/93)	0	0	.0000
Second Prior Year (1993/94)	0	0	.0000
First Prior Year (1994/95)	0	0	.0000

Comparison to ADA Standard

- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 2 or more of the 3 previous years? (Yes/No)
- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 1994/95? (Yes/No)

If you responded YES to either a or b, please explain below or provide separate attachments why your district overestimated ADA in excess of the standard ADA variance level.

N/A

Jurupa Unified School District (33-67090)

RIVERSIDE County

Criteria	Standard												
2. OPERATING DEFICIT	Operating deficits in either the 1) First AND second prior years OR 2) First AND third prior years have not exceeded for the following variance levels:												
	<table> <tr> <th>Variance Level</th><th>ADA Range</th></tr> <tr> <td>.0165</td><td>0 to 300</td></tr> <tr> <td>.0132</td><td>301 to 1,000</td></tr> <tr> <td>.0099</td><td>1,001 to 30,000</td></tr> <tr> <td>.0066</td><td>30,001 to 400,000</td></tr> <tr> <td>.0033</td><td>400,001 and Over</td></tr> </table>	Variance Level	ADA Range	.0165	0 to 300	.0132	301 to 1,000	.0099	1,001 to 30,000	.0066	30,001 to 400,000	.0033	400,001 and Over
Variance Level	ADA Range												
.0165	0 to 300												
.0132	301 to 1,000												
.0099	1,001 to 30,000												
.0066	30,001 to 400,000												
.0033	400,001 and Over												

Your Variance Level is: .0099

Deficit Variance Level (J-2XX)

Determine the ratio of operating deficits to expenditures for each of the three prior years and the budget year. Enter total expenditures and any operating deficits from the Form J-2XX:

Fiscal Year	Operating Expenditure (J-2XX)	Operating Deficit (J-2XX)	Variance Level Deficit/Expenditure
Third Prior Year (1992/93)	\$ 302,452	\$ 412	.0014
Second Prior Year (1993/94)	\$ 304,104	\$ 2,729	.0090
First Prior Year (1994/95)	\$ 330,555	\$ 0	.0000
Budget Year (1995/96)	\$ 325,785	\$ 0	.0000

Comparison to Operating Deficit Standard

a. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 and 1993/94? (Yes/No)

No

b. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 AND 1992/93 (Yes/No)

No

If you responded YES to either a or b, please explain below or provide separate attachments why your district's operating deficits are in excess of the standard operating variance level.

N/A

SUPPLEMENTAL INFORMATION

A. Changes in Fund Balance Trend (J-2XX)

Fiscal Year	Ending Fund Balance	Net Inc./ (Dec.) Over Prior Year	Percentage Inc./ (Dec.)
Third Prior Year (1992/93)	\$ 3,205		
Second Prior Year (1993/94)	\$ 476	\$ -2,729	-85.15 %
First Prior Year (1994/95)	\$ 0	\$ -476	-100.00 %
Budget Year (1995/96)	\$ 0	\$ 0	.00 %

Jurupa Unified School District (33-67090)

RIVERSIDE County

1. Provide an explanation if the fund balance reflects a continuing decline over the 3 prior years:

N/A

B. Use of One-Time Resources

1. List all one-time resources and the amounts committed to fund the district's ongoing operations:

N/A

2. Identify how the one-time resources listed above will be replaced to continue funding the district's ongoing operations:

N/A

C. Multi-Year Commitments

Complete the following table for all multi-year commitments for the budget year and the following two years. You will need to clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the 1995/96 fiscal year and the following two years, and the funding source of payment. If the source of payment is not the same for the three year period, describe the funding source for each year. (EXCLUDE SALARY AND BENEFIT SETTLEMENTS SINCE THEY ARE REQUESTED IN THE SUBSEQUENT PAGES; ALSO EXCLUDE EQUIPMENT LEASES, MAINTENANCE AGREEMENTS, AND OTHER MINOR OPERATING EXPENSES.)

Type of Commitment	# of Years	Balance July 1, 1995	1995/96 Payment (P & I)	1996/97 Payment (P & I)	1997/98 Payment (P & I)	Funding Source
Cert. of Participation	0	0	0	0	0	
General Obligation Bonds	0	0	0	0	0	
State School Bldg. Loans	0	0	0	0	0	
Capital Leases	0	0	0	0	0	
Postretirement Benefits*	0	0	0	0	0	
Other Commitments:	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	

Comments:

July 1 Budget  
As of June 8, 1995

CRITERIA & STANDARDS-OTH. FNDS  
Criteria & Standards Review  
Budget Year 1995/96

| 33 | 67090 | 205CS |

CALIFORNIA  
DEPT OF EDUCATION  
J-205CS  
RIVERSIDE County

Jurupa Unified School District

NOTE: Criteria #1 - Average Daily Attendance is only applicable for the Adult Education Fund.

Please refer to the Criteria & Standards Instructions (page 3) for additional reporting requirements.

Criteria	Standard												
1. AVERAGE DAILY ATTENDANCE	ADA has not been overestimated in either 1) First prior year (1994/95) OR 2) Two or more of the previous three years by MORE THAN the following variance levels:												
	<table><tr><th>Variance Level</th><th>ADA Range</th></tr><tr><td>1.030</td><td>0 to 300</td></tr><tr><td>1.025</td><td>301 to 1,000</td></tr><tr><td>1.020</td><td>1,001 to 30,000</td></tr><tr><td>1.015</td><td>30,001 to 400,000</td></tr><tr><td>1.010</td><td>400,001 and Over</td></tr></table>	Variance Level	ADA Range	1.030	0 to 300	1.025	301 to 1,000	1.020	1,001 to 30,000	1.015	30,001 to 400,000	1.010	400,001 and Over
Variance Level	ADA Range												
1.030	0 to 300												
1.025	301 to 1,000												
1.020	1,001 to 30,000												
1.015	30,001 to 400,000												
1.010	400,001 and Over												

Your Variance Level is: .000

ADA Variance Level

Determine the ratio of budgeted ADA to actual ADA for each of the three prior years.  
Enter ADA data from the Form J-200A.  
(Form J-200A, the sum of lines 12, 13 and 15, REVENUE LIMIT Column.)

Fiscal Year	Budget Estimate	Actual	Variance Level Budget/Actual
Third Prior Year (1992/93)	0	0	.0000
Second Prior Year (1993/94)	0	0	.0000
First Prior Year (1994/95)	0	0	.0000

Comparison to ADA Standard

- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 2 or more of the 3 previous years? (Yes/No)
- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 1994/95? (Yes/No)

If you responded YES to either a or b, please explain below or provide separate attachments why your district overestimated ADA in excess of the standard ADA variance level.

N/A



Jurupa Unified School District (33-67090)

RIVERSIDE County

Criteria	Standard
2. OPERATING DEFICIT	Operating deficits in either the 1) First AND second prior years OR 2) First AND third prior years have not exceeded for the following variance levels:
	Variance Level
	ADA Range
	.0165 0 to 300
	.0132 301 to 1,000
	.0099 1,001 to 30,000
	.0066 30,001 to 400,000
	.0033 400,001 and Over

Your Variance Level is: .0099

# Deficit Variance Level (J-2XX)

Determine the ratio of operating deficits to expenditures for each of the three prior years and the budget year. Enter total expenditures and any operating deficits from the Form J-2XX:

Fiscal Year	Operating Expenditure (J-2XX)	Operating Deficit (J-2XX)	Variance Level Deficit/Expenditure
Third Prior Year (1992/93)	\$ 182,684	\$ 42,183	.2309
Second Prior Year (1993/94)	\$ 550,861	\$ 389,118	.7064
First Prior Year (1994/95)	\$ 391,003	\$ 257,797	.6593
Budget Year (1995/96)	\$ 250,000	\$ 120,000	.4800

# Comparison to Operating Deficit Standard

a. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 and 1993/94? (Yes/No)

Yes

b. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 AND 1992/93 (Yes/No)

Yes

If you responded YES to either a or b, please explain below or provide separate attachments why your district's operating deficits are in excess of the standard operating variance level.

THE DISTRICT DEPOSIT (APPROXIMATELY HALF THE RESOURCES OF THE FUND) IS NOT CONSIDERED IN THE CALCULATION AND STATE MATCHING FUNDS CONTINUE TO DECLINE.

Jurupa Unified School District (33-67090)

RIVERSIDE County

SUPPLEMENTAL INFORMATION

A. Changes in Fund Balance Trend (J-2XX)

Fiscal Year	Ending Fund Balance	Net Inc./ (Dec.) Over Prior Year	Percentage Inc./ (Dec.)
Third Prior Year (1992/93)	\$ 636,646		
Second Prior Year (1993/94)	\$ 432,528	\$ -204,118	-32.06 %
First Prior Year (1994/95)	\$ 284,788	\$ -147,740	-34.16 %
Budget Year (1995/96)	\$ 431,958	\$ 147,170	51.68 %

1. Provide an explanation if the fund balance reflects a continuing decline over the 3 prior years:

N/A

B. Use of One-Time Resources

1. List all one-time resources and the amounts committed to fund the district's ongoing operations:

N/A

2. Identify how the one-time resources listed above will be replaced to continue funding the district's ongoing operations:

N/A

C. Multi-Year Commitments

Complete the following table for all multi-year commitments for the budget year and the following two years. You will need to clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the 1995/96 fiscal year and the following two years, and the funding source of payment. If the source of payment is not the same for the three year period, describe the funding source for each year. (EXCLUDE SALARY AND BENEFIT SETTLEMENTS SINCE THEY ARE REQUESTED IN THE SUBSEQUENT PAGES; ALSO EXCLUDE EQUIPMENT LEASES, MAINTENANCE AGREEMENTS, AND OTHER MINOR OPERATING EXPENSES.)

Type of Commitment	# of Years	Balance July 1, 1995	1995/96 Payment (P & I)	1996/97 Payment (P & I)	1997/98 Payment (P & I)	Funding Source
Cert. of Participation	0	0	0	0	0	
General Obligation Bonds	0	0	0	0	0	
State School Bldg. Loans	0	0	0	0	0	
Capital Leases	0	0	0	0	0	
Postretirement Benefits*	0	0	0	0	0	
Other Commitments:	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	

Comments:

Jurupa Unified School District

NOTE: Criteria #1 - Average Daily Attendance is only applicable for the Adult Education Fund.

Please refer to the Criteria & Standards Instructions (page 3) for additional reporting requirements.

Criteria	Standard												
1. AVERAGE DAILY ATTENDANCE	ADA has not been overestimated in either 1) First prior year (1994/95) OR 2) Two or more of the previous three years by MORE THAN the following variance levels:												
	<table><tr><th>Variance Level</th><th>ADA Range</th></tr><tr><td>1.030</td><td>0 to 300</td></tr><tr><td>1.025</td><td>301 to 1,000</td></tr><tr><td>1.020</td><td>1,001 to 30,000</td></tr><tr><td>1.015</td><td>30,001 to 400,000</td></tr><tr><td>1.010</td><td>400,001 and Over</td></tr></table>	Variance Level	ADA Range	1.030	0 to 300	1.025	301 to 1,000	1.020	1,001 to 30,000	1.015	30,001 to 400,000	1.010	400,001 and Over
Variance Level	ADA Range												
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1.025	301 to 1,000												
1.020	1,001 to 30,000												
1.015	30,001 to 400,000												
1.010	400,001 and Over												

Your Variance Level is: .000

ADA Variance Level

Determine the ratio of budgeted ADA to actual ADA for each of the three prior years.  
Enter ADA data from the Form J-200A.  
(Form J-200A, the sum of lines 12, 13 and 15, REVENUE LIMIT Column.)

Fiscal Year	Budget Estimate	Actual	Variance Level Budget/Actual
Third Prior Year (1992/93)	0	0	.0000
Second Prior Year (1993/94)	0	0	.0000
First Prior Year (1994/95)	0	0	.0000

Comparison to ADA Standard

- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 2 or more of the 3 previous years? (Yes/No)
- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 1994/95? (Yes/No)

If you responded YES to either a or b, please explain below or provide separate attachments why your district overestimated ADA in excess of the standard ADA variance level.

N/A

CRITERIA & STANDARDS-OTH. FNDS  
Criteria & Standards Review  
Budget Year 1995/96

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Jurupa Unified School District (33-67090)

RIVERSIDE County

Criteria	Standard
2. OPERATING DEFICIT	Operating deficits in either the 1) First AND second prior years OR 2) First AND third prior years have not exceeded for the following variance levels:
	Variance Level
	ADA Range
.0165	0 to 300
.0132	301 to 1,000
.0099	1,001 to 30,000
.0066	30,001 to 400,000
.0033	400,001 and Over

Your Variance Level is: .0099

Deficit Variance Level (J-2XX)

Determine the ratio of operating deficits to expenditures for each of the three prior years and the budget year. Enter total expenditures and any operating deficits from the Form J-2XX:

Fiscal Year	Operating Expenditure (J-2XX)	Operating Deficit (J-2XX)	Variance Level Deficit/Expenditure
Third Prior Year (1992/93)	\$ 398,091	\$ 0	.0000
Second Prior Year (1993/94)	\$ 112,755	\$ 0	.0000
First Prior Year (1994/95)	\$ 77,120	\$ 0	.0000
Budget Year (1995/96)	\$ 350,000	\$ 0	.0000

Comparison to Operating Deficit Standard

a. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 and 1993/94? (Yes/No)

No

b. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 AND 1992/93 (Yes/No)

No

If you responded YES to either a or b, please explain below or provide separate attachments why your district's operating deficits are in excess of the standard operating variance level.

N/A

SUPPLEMENTAL INFORMATION

A. Changes in Fund Balance Trend (J-2XX)

Fiscal Year	Ending Fund Balance	Net Inc./ (Dec.) Over Prior Year	Percentage Inc./ (Dec.)
Third Prior Year (1992/93)	\$ 182,143		
Second Prior Year (1993/94)	\$ 60,525	\$ -121,618	-66.77 %
First Prior Year (1994/95)	\$ 474,942	\$ 414,417	684.70 %
Budget Year (1995/96)	\$ 487,942	\$ 13,000	2.74 %

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Jurupa Unified School District (33-67090)

RIVERSIDE County

1. Provide an explanation if the fund balance reflects a continuing decline over the 3 prior years:

N/A

B. Use of One-Time Resources

1. List all one-time resources and the amounts committed to fund the district's ongoing operations:

N/A

2. Identify how the one-time resources listed above will be replaced to continue funding the district's ongoing operations:

N/A

C. Multi-Year Commitments

Complete the following table for all multi-year commitments for the budget year and the following two years. You will need to clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the 1995/96 fiscal year and the following two years, and the funding source of payment. If the source of payment is not the same for the three year period, describe the funding source for each year. (EXCLUDE SALARY AND BENEFIT SETTLEMENTS SINCE THEY ARE REQUESTED IN THE SUBSEQUENT PAGES; ALSO EXCLUDE EQUIPMENT LEASES, MAINTENANCE AGREEMENTS, AND OTHER MINOR OPERATING EXPENSES.)

Type of Commitment	# of Years	Balance July 1, 1995	1995/96 Payment (P & I)	1996/97 Payment (P & I)	1997/98 Payment (P & I)	Funding Source
Cert. of Participation	0	0	0	0	0	
General Obligation Bonds	0	0	0	0	0	
State School Bldg. Loans	0	0	0	0	0	
Capital Leases	0	0	0	0	0	
Postretirement Benefits*	0	0	0	0	0	
Other Commitments:	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	

Comments:

July 1 Budget  
As of June 8, 1995

CRITERIA & STANDARDS-OTH. FNDS  
Criteria & Standards Review  
Budget Year 1995/96

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DEPT OF EDUCATION  
J-218CS  
RIVERSIDE County

Jurupa Unified School District

NOTE: Criteria #1 - Average Daily Attendance is only applicable for the Adult Education Fund.

Please refer to the Criteria & Standards Instructions (page 3) for additional reporting requirements.

Criteria	Standard												
1. AVERAGE DAILY ATTENDANCE	ADA has not been overestimated in either 1) First prior year (1994/95) OR 2) Two or more of the previous three years by MORE THAN the following variance levels:												
	<table><tr><th>Variance Level</th><th>ADA Range</th></tr><tr><td>1.030</td><td>0 to 300</td></tr><tr><td>1.025</td><td>301 to 1,000</td></tr><tr><td>1.020</td><td>1,001 to 30,000</td></tr><tr><td>1.015</td><td>30,001 to 400,000</td></tr><tr><td>1.010</td><td>400,001 and Over</td></tr></table>	Variance Level	ADA Range	1.030	0 to 300	1.025	301 to 1,000	1.020	1,001 to 30,000	1.015	30,001 to 400,000	1.010	400,001 and Over
Variance Level	ADA Range												
1.030	0 to 300												
1.025	301 to 1,000												
1.020	1,001 to 30,000												
1.015	30,001 to 400,000												
1.010	400,001 and Over												

Your Variance Level is: .000

ADA Variance Level

Determine the ratio of budgeted ADA to actual ADA for each of the three prior years.  
Enter ADA data from the Form J-200A.  
(Form J-200A, the sum of lines 12, 13 and 15, REVENUE LIMIT Column.)

Fiscal Year	Budget Estimate	Actual	Variance Level Budget/Actual
Third Prior Year (1992/93)	0	0	.0000
Second Prior Year (1993/94)	0	0	.0000
First Prior Year (1994/95)	0	0	.0000

Comparison to ADA Standard

- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 2 or more of the 3 previous years? (Yes/No)
- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 1994/95? (Yes/No)

If you responded YES to either a or b, please explain below or provide separate attachments why your district overestimated ADA in excess of the standard ADA variance level.

N/A

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Jurupa Unified School District (33-67090)

RIVERSIDE County

Criteria	Standard
2. OPERATING DEFICIT	Operating deficits in either the 1) First AND second prior years OR 2) First AND third prior years have not exceeded for the following variance levels:
	Variance Level
	ADA Range
	.0165 0 to 300
	.0132 301 to 1,000
	.0099 1,001 to 30,000
	.0066 30,001 to 400,000
	.0033 400,001 and Over

Your Variance Level is: .0099

Deficit Variance Level (J-2XX)

Determine the ratio of operating deficits to expenditures for each of the three prior years and the budget year. Enter total expenditures and any operating deficits from the Form J-2XX:

Fiscal Year	Operating Expenditure (J-2XX)	Operating Deficit (J-2XX)	Variance Level Deficit/Expenditure
Third Prior Year (1992/93)	\$ 6,865,668	\$ 6,717,041	.9784
Second Prior Year (1993/94)	\$ 7,491,886	\$ 7,475,922	.9979
First Prior Year (1994/95)	\$ 6,749,382	\$ 6,563,226	.9724
Budget Year (1995/96)	\$ 4,581,854	\$ 4,527,166	.9881

Comparison to Operating Deficit Standard

a. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 and 1993/94? (Yes/No)

Yes

b. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 AND 1992/93 (Yes/No)

Yes

If you responded YES to either a or b, please explain below or provide separate attachments why your district's operating deficits are in excess of the standard operating variance level.

THESE ARE STATE FUNDS FOR THE CONSTRUCTION OR REMODELING OF SCHOOL FACILITIES. CONSTRUCTION EXPENSE BEGINS AS THE REVENUE IS RECEIVED; AS CONSTRUCTIONS PROGRESSES, THE FUNDS ARE DEPLETED.

CRITERIA & STANDARDS-OTH. FNDS  
Criteria & Standards Review  
Budget Year 1995/96

J-218CS  
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Jurupa Unified School District (33-67090)

RIVERSIDE County

SUPPLEMENTAL INFORMATION

A. Changes in Fund Balance Trend (J-2XX)

Fiscal Year	Ending Fund Balance	Net Inc./ (Dec.) Over Prior Year	Percentage Inc./ (Dec.)
Third Prior Year (1992/93)	\$ 1,391,390		
Second Prior Year (1993/94)	\$ 1,608,242	\$ 216,852	15.59 %
First Prior Year (1994/95)	\$ 4,820,514	\$ 3,212,272	199.74 %
Budget Year (1995/96)	\$ 862,030	\$ -3,958,484	-82.12 %

1. Provide an explanation if the fund balance reflects a continuing decline over the 3 prior years:

N/A

B. Use of One-Time Resources

1. List all one-time resources and the amounts committed to fund the district's ongoing operations:

N/A

2. Identify how the one-time resources listed above will be replaced to continue funding the district's ongoing operations:

N/A

C. Multi-Year Commitments

Complete the following table for all multi-year commitments for the budget year and the following two years. You will need to clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the 1995/96 fiscal year and the following two years, and the funding source of payment. If the source of payment is not the same for the three year period, describe the funding source for each year. (EXCLUDE SALARY AND BENEFIT SETTLEMENTS SINCE THEY ARE REQUESTED IN THE SUBSEQUENT PAGES; ALSO EXCLUDE EQUIPMENT LEASES, MAINTENANCE AGREEMENTS, AND OTHER MINOR OPERATING EXPENSES.)

Type of Commitment	# of Years	Balance July 1, 1995	1995/96 Payment (P & I)	1996/97 Payment (P & I)	1997/98 Payment (P & I)	Funding Source
Cert. of Participation	0	0	0	0	0	
General Obligation Bonds	0	0	0	0	0	
State School Bldg. Loans	0	0	0	0	0	
Capital Leases	0	0	0	0	0	
Postretirement Benefits*	0	0	0	0	0	
Other Commitments:	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	

Comments:



Jurupa Unified School District

NOTE: Criteria #1 - Average Daily Attendance is only applicable for the Adult Education Fund.

Please refer to the Criteria & Standards Instructions (page 3) for additional reporting requirements.

Criteria	Standard												
1. AVERAGE DAILY ATTENDANCE	ADA has not been overestimated in either 1) First prior year (1994/95) OR 2) Two or more of the previous three years by MORE THAN the following variance levels:												
	<table><tr><th>Variance Level</th><th>ADA Range</th></tr><tr><td>1.030</td><td>0 to 300</td></tr><tr><td>1.025</td><td>301 to 1,000</td></tr><tr><td>1.020</td><td>1,001 to 30,000</td></tr><tr><td>1.015</td><td>30,001 to 400,000</td></tr><tr><td>1.010</td><td>400,001 and Over</td></tr></table>	Variance Level	ADA Range	1.030	0 to 300	1.025	301 to 1,000	1.020	1,001 to 30,000	1.015	30,001 to 400,000	1.010	400,001 and Over
Variance Level	ADA Range												
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1.025	301 to 1,000												
1.020	1,001 to 30,000												
1.015	30,001 to 400,000												
1.010	400,001 and Over												

Your Variance Level is: .000

ADA Variance Level

Determine the ratio of budgeted ADA to actual ADA for each of the three prior years.  
Enter ADA data from the Form J-200A.  
(Form J-200A, the sum of lines 12, 13 and 15, REVENUE LIMIT Column.)

Fiscal Year	Budget Estimate	Actual	Variance Level Budget/Actual
Third Prior Year (1992/93)	0	0	.0000
Second Prior Year (1993/94)	0	0	.0000
First Prior Year (1994/95)	0	0	.0000

Comparison to ADA Standard

- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 2 or more of the 3 previous years? (Yes/No)
- Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 1994/95? (Yes/No)

If you responded YES to either a or b, please explain below or provide separate attachments why your district overestimated ADA in excess of the standard ADA variance level.

N/A

CRITERIA & STANDARDS-OTH. FNDS  
Criteria & Standards Review  
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Jurupa Unified School District (33-67090)

RIVERSIDE County

Criteria	Standard												
2. OPERATING DEFICIT	Operating deficits in either the 1) First AND second prior years OR 2) First AND third prior years have not exceeded for the following variance levels:												
	<table> <tr> <th>Variance Level</th><th>ADA Range</th></tr> <tr> <td>.0165</td><td>0 to 300</td></tr> <tr> <td>.0132</td><td>301 to 1,000</td></tr> <tr> <td>.0099</td><td>1,001 to 30,000</td></tr> <tr> <td>.0066</td><td>30,001 to 400,000</td></tr> <tr> <td>.0033</td><td>400,001 and Over</td></tr> </table>	Variance Level	ADA Range	.0165	0 to 300	.0132	301 to 1,000	.0099	1,001 to 30,000	.0066	30,001 to 400,000	.0033	400,001 and Over
Variance Level	ADA Range												
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.0132	301 to 1,000												
.0099	1,001 to 30,000												
.0066	30,001 to 400,000												
.0033	400,001 and Over												

Your Variance Level is: .0099

Deficit Variance Level (J-2XX)

Determine the ratio of operating deficits to expenditures for each of the three prior years and the budget year. Enter total expenditures and any operating deficits from the Form J-2XX:

Fiscal Year	Operating Expenditure (J-2XX)	Operating Deficit (J-2XX)	Variance Level Deficit/Expenditure
Third Prior Year (1992/93)	\$ -15,910	\$ 0	.0000
Second Prior Year (1993/94)	\$ 221,830	\$ 212,243	.9568
First Prior Year (1994/95)	\$ 184,122	\$ 170,382	.9254
Budget Year (1995/96)	\$ 390,000	\$ 375,500	.9628

Comparison to Operating Deficit Standard

a. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 and 1993/94? (Yes/No)

Yes

b. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 AND 1992/93 (Yes/No)

Yes

If you responded YES to either a or b, please explain below or provide separate attachments why your district's operating deficits are in excess of the standard operating variance level.

INTERFUND TRANSFERS ARE NOT CONSIDERED IN THE CALCULATION. THIS REPRESENTS ALMOST THE TOTAL RESOURCES OF THE FUND. THE FUND WAS ESTABLISHED FOR CAPITAL PROJECTS AND WHEN A PROJECT IS COMPLETED, THE FUNDS ARE USED.

Jurupa Unified School District (33-67090)

RIVERSIDE County

SUPPLEMENTAL INFORMATION

A. Changes in Fund Balance Trend (J-2XX)

Fiscal Year	Ending Fund Balance	Net Inc./ (Dec.) Over Prior Year	Percentage Inc./ (Dec.)
Third Prior Year (1992/93)	\$ 428,640		
Second Prior Year (1993/94)	\$ 344,859	\$ -83,781	-19.55 %
First Prior Year (1994/95)	\$ 520,780	\$ 175,921	51.01 %
Budget Year (1995/96)	\$ 330,595	\$ -190,185	-36.52 %

1. Provide an explanation if the fund balance reflects a continuing decline over the 3 prior years:

N/A

B. Use of One-Time Resources

1. List all one-time resources and the amounts committed to fund the district's ongoing operations:

N/A

2. Identify how the one-time resources listed above will be replaced to continue funding the district's ongoing operations:

N/A

C. Multi-Year Commitments

Complete the following table for all multi-year commitments for the budget year and the following two years. You will need to clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the 1995/96 fiscal year and the following two years, and the funding source of payment. If the source of payment is not the same for the three year period, describe the funding source for each year. (EXCLUDE SALARY AND BENEFIT SETTLEMENTS SINCE THEY ARE REQUESTED IN THE SUBSEQUENT PAGES; ALSO EXCLUDE EQUIPMENT LEASES, MAINTENANCE AGREEMENTS, AND OTHER MINOR OPERATING EXPENSES.)

Type of Commitment	# of Years	Balance July 1, 1995	1995/96 Payment (P & I)	1996/97 Payment (P & I)	1997/98 Payment (P & I)	Funding Source
Cert. of Participation	0	0	0	0	0	
General Obligation Bonds	0	0	0	0	0	
State School Bldg. Loans	0	0	0	0	0	
Capital Leases	0	0	0	0	0	
Postretirement Benefits*	0	0	0	0	0	
Other Commitments:	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	

Comments:

JURUPA UNIFIED SCHOOL DISTRICT

1995/96 BUDGET PROJECTION

Revenue/Expenditure Assumptions

**REVENUE ASSUMPTIONS:**

- Projected enrollment increase of 300 students, for a total enrollment of 17,180 (including Nueva Vista, Rio Vista, and Special Education)
- Base Revenue Limit funding per ADA has a 2.73% funded COLA (2.73% COLA with an 11.01% deficit; School Services of California's calculations based on Governor's 5/22/95 Budget)
- Supplemental Grant funding rolled into Base Revenue Limit (11.01% deficit applied)
- Special Education at 83.80 funded units (State funding estimated with a 2.73% COLA and a 14.5% deficit)
- Lottery revenue estimated at \$98 per ADA
- Mandated cost reimbursement estimated to be \$15,000 above 1994/95 funding
- All other funding, including Transportation, at the 1994/95 level
- Assumes that Mega Item transfers from Special Projects will remain at the same dollar level (\$177,212) as in 1994/95

**EXPENDITURE ASSUMPTIONS:**

- All salary schedules to remain at 1994/95 levels. Step and column movement and Certificated professional salary advancement for all applicable employees is included (\$821,725)
- 10 additional teaching positions for enrollment growth
- 2 additional teaching positions for Schools of Choice
- Savings due to reduction of worker's compensation rate (-\$270,000)
- Operating cost for Mira Loma Middle School as listed on the following page (\$720,304)

- 100% of cost for 12 crossing guards, (increase of \$42,000)
- \$4,275 for health and welfare benefits for all eligible personnel
- Increase in Services and Other Operating Expenses to provide for utilities (\$95,420) less an estimated savings for participation in SCE air-conditioning recycling program (-\$80,000), insurance (\$18,843), repairs (\$43,684), replacement of underground storage tanks (\$100,000). Estimated cost of Non-Public Schools (\$1,291,212)
- Capital Outlay expenditures to provide for categorical program requirements
- Includes County charge for Severely Handicapped Students (\$283,396)

**INTERFUND TRANSFER ASSUMPTIONS:**

- \$250,000 will be transferred from the Special Reserve Fund set aside in 1994/95 for the opening of Mira Loma Middle School
- State Deferred Maintenance transfer (\$125,000)

JURUPA UNIFIED SCHOOL DISTRICT

COSTS FOR OPENING MIRA LOMA MIDDLE SCHOOL

STAFF-

	Salary Step 1 -----	Fixed Charges/ Health & Welfare -----
Principal	61,532	11,844
Assistant Principal	51,764	10,643
Library Technician	16,834	8,534
Clerk Typists (1.5)	21,282	11,797
Secretaries (2)	39,920	18,649
Secretary to Principal	19,960	9,324
Campus Supervisors (2)	30,546	16,278
Custodians (3.5)	71,862	33,144
Grounds Worker	19,548	9,220
Extra Teachers (4) (for 3 sites)	136,000	33,923
	Total Staff -	632,604

UTILITIES-

Gas and Electric	115,060
Water	35,000
Less amount budgeted in 1994/95	(102,360)
	Total Utilities - 47,700

START-UP SUPPLIES AND SMALL EQUIPMENT -

Estimate	40,000
----------	--------

GRAND TOTAL -	720,304
---------------	---------

GENERAL FUND  
Unrestricted and Restricted

CALIFORNIA  
DEPT OF EDUCATION  
Form J-201

REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District

RIVERSIDE County

		1994/95 Estimated Actual			1995/96 Budget			% Diff Column C & F
Description	Account Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES								
1) Revenue Limit Sources	8010-8099	50,275,949	1,495,523	51,771,472	52,261,665	1,564,323	53,825,988	4.0
2) Federal Revenues	8100-8299	68,990	2,547,360	2,616,350	68,990	2,640,378	2,709,368	3.6
3) Other State Revenues	8300-8599	2,044,169	8,179,540	10,223,709	1,756,024	7,923,636	9,679,660	-5.3
4) Other Local Revenues	8600-8799	681,608	1,473,338	2,154,946	524,135	965,581	1,489,716	-30.9
5) TOTAL, REVENUES		53,070,716	13,695,761	66,766,477	54,610,814	13,093,918	67,704,732	1.4
B. EXPENDITURES								
1) Certificated Salaries	1000-1999	30,403,499	5,579,452	35,982,951	31,478,253	5,441,911	36,920,164	2.6
2) Classified Salaries	2000-2999	5,912,306	3,694,617	9,606,923	6,197,076	3,417,334	9,614,410	.1
3) Employee Benefits	3000-3999	8,721,141	2,418,641	11,139,782	9,097,261	2,416,570	11,513,831	3.4
4) Books and Supplies	4000-4999	713,389	1,587,550	2,300,939	1,085,280	2,355,052	3,440,332	49.5
5) Services, Other Operating Expenses	5000-5999	4,187,929	1,740,795	5,928,724	4,259,357	1,781,131	6,040,488	1.9
6) Capital Outlay	6000-6599	422,752	580,067	1,002,819	33,517	342,503	376,020	-62.5
7) Other Outgo	7100-7299	640,022	186,803	826,825	517,735	283,396	801,131	-3.1
8) Direct Support/Indirect Costs	7300-7399	-373,228	117,198	-256,030	-375,975	115,620	-260,355	1.7
9) TOTAL, EXPENDITURES		50,627,810	15,905,123	66,532,933	52,292,504	16,153,517	68,446,021	2.9
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
		2,442,906	-2,209,362	233,544	2,318,310	-3,059,599	-741,289	-417.4
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In	8910-8929	0	0	0	250,000	0	250,000	new
b) Transfers Out	7610-7629	397,708	327,485	725,193	125,000	327,485	452,485	-37.6
2) Other Sources/Uses								
a) Sources	8930-8979	15,062	0	15,062	0	0	0	-100.0
b) Uses	7630-7699	5,483	0	5,483	7,384	0	7,384	34.7
3) Contributions to Restricted Programs	8980-8999	-2,592,789	2,592,789	0	-2,922,093	2,922,093	0	
4) TOTAL, OTHER FINANCING SOURCES/USES		-2,980,918	2,265,304	-715,614	-2,804,477	2,594,608	-209,869	-70.7

GENERAL FUND  
Unrestricted and RestrictedREVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE

Jurupa Unified School District (33-67090)

RIVERSIDE County

Description	Account Codes	1994/95 Estimated Actual			1995/96 Budget			% Diff Column C & F
		Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		-538,012	55,942	-482,070	-486,167	-464,991	-951,158	97.3
F. FUND BALANCE, RESERVES								
1) Beginning Balance								
a) As of July 1 - Unaudited 9791		3,664,666	468,057	4,132,723	3,126,654	523,999	3,650,653	-11.7
b) Audit Adjustments 9792		0	0	0	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXX
c) As of July 1-Audited (F1a + F1b)		3,664,666	468,057	4,132,723	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXX
d) Adj. for Restatements 9793		0	0	0	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXX
e) Net Beginning Balance		3,664,666	468,057	4,132,723	3,126,654	523,999	3,650,653	-11.7
2) Ending Balance, June 30 (E + F1e)		3,126,654	523,999	3,650,653	2,640,487	59,008	2,699,495	-26.1
Components of Ending Fund Balance								
a) Reserved Amounts								
Revolving Cash 9611		2,500	XXXXXXXXXXXX	2,500	2,500	XXXXXXXXXXXX	2,500	.0
Stores 9612		205,623	0	205,623	205,623	0	205,623	.0
Prepaid Expenditures 9613		0	0	0	0	0	0	
Other 9619		0	0	0	0	0	0	
General Reserve (EC 42124) 9630		0	XXXXXXXXXXXX	0	0	XXXXXXXXXXXX	0	
Legally Restricted Balances 9640		XXXXXXXXXXXX	464,991	464,991	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXX
b) Designated Amounts								
Designated for Economic Uncertainties 9710		2,704,531	0	2,704,531	2,432,364	0	2,432,364	-10.1
Designated for 9720-9789								
.....9720		214,000	0	214,000	0	0	0	-100.0
S/H CHARGEBACK RESERVE 9730		0	59,008	59,008	0	59,008	59,008	.0
		0	0	0	0	0	0	
c) Undesignated Amount 9790		0	0	0	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXX
d) Unappropriated Amount 9790		XXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXX	0	0	0	XXXXXX



GENERAL FUND  
Unrestricted and Restricted

## FUND RECONCILIATION

Jurupa Unified School District (33-67090)

RIVERSIDE County

		1994/95 Estimated Actual		
Description	Account Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)
=====				
G. ASSETS				
1) Cash				
a) in County Treasury	9110	2,103,418	830,668	2,934,086
b) in Banks	9120	0	0	0
c) in Revolving Fund	9130	2,500	xxxxxxxxxxxx	2,500
d) with Fiscal Agent	9135	0	0	0
e) collections awaiting deposit	9140	400	600	1,000
2) Investments	9150	0	0	0
3) Accounts Receivable	9160	1,818,563	533,034	2,351,597
4) Due from Other Funds	9170	654	0	654
5) Stores	9210	205,623	0	205,623
6) Prepaid Expenditures	9220	0	0	0
7) Other Current Assets	9300	0	0	0
8) Fixed Assets	9400	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx
9) TOTAL, ASSETS		4,131,158	1,364,302	5,495,460
=====				
H. LIABILITIES				
1) Accounts Payable	9510	1,004,250	404,848	1,409,098
2) Due to Other Funds	9520	254	0	254
3) Current Loans	9530	0	0	0
4) Deferred Revenue	9540	0	435,455	435,455
5) Other Current Liabilities	9570	0	0	0
6) Long-Term Liabilities	9580	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx
7) TOTAL, LIABILITIES		1,004,504	840,303	1,844,807
=====				
I. FUND EQUITY				
Ending Fund Balance, June 30 (must agree with line F2) (G9 - H7)		3,126,654	523,999	3,650,653
=====				

July 1 Budget  
As of June 8, 1995

School District's Criteria & Standards  
Review for Budget Year 1995/96

| 33 | 67090 | 200CS |

CALIFORNIA  
DEPT OF EDUCATION  
J-200CS  
RIVERSIDE County

Jurupa Unified School District

=====

This Summary Review is for: General Fund

=====

Criteria

1. AVERAGE DAILY ATTENDANCE

Standard

=====

ADA has not been overestimated in either 1) First prior year (1994/95) OR 2) Two or more of the previous three years by more than the following variance levels:

Variance Level	ADA Range	
1.030	0	to 300
1.025	301	to 1,000
1.020	1,001	to 30,000
1.015	30,001	to 400,000
1.010	400,001	and Over

Your Variance Level is: 1.020

=====

ADA Variance Level

=====

Determine the ratio of budgeted ADA to actual ADA for each of the three prior years.  
Enter ADA data from the Form J-200A.  
(Form J-200A, the sum of lines 3 and 6, REVENUE LIMIT Column.)

Fiscal Year	Budget Estimate	Actual	Variance Level Budget divided by Actual
Third Prior Year (1992/93)	15,683	15,702	.9988
Second Prior Year (1993/94)	16,024	15,990	1.0021
First Prior Year (1994/95)	16,217	16,335	.9928

=====

Comparison to ADA Standard

=====

- a. Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 2 or more of the 3 previous years? (Yes/No) No
- b. Has your district overestimated ADA in excess of the standard ADA variance level for your size district in 1994/95? (Yes/No) No

If you responded YES to either a or b, please explain below or provide separate attachments why your district overestimated ADA in excess of the standard ADA variance level.

N/A

Jurupa Unified School District (33-67090)

RIVERSIDE County

Criteria	Standard												
2. OPERATING DEFICIT	Operating deficits in either the 1) First AND second prior years OR 2) First AND third prior years have not exceeded the following variance levels:												
	<table> <tr> <th>Variance Level</th><th>ADA Range</th></tr> <tr> <td>.0165</td><td>0 to 300</td></tr> <tr> <td>.0132</td><td>301 to 1,000</td></tr> <tr> <td>.0099</td><td>1,001 to 30,000</td></tr> <tr> <td>.0066</td><td>30,001 to 400,000</td></tr> <tr> <td>.0033</td><td>400,001 and Over</td></tr> </table>	Variance Level	ADA Range	.0165	0 to 300	.0132	301 to 1,000	.0099	1,001 to 30,000	.0066	30,001 to 400,000	.0033	400,001 and Over
Variance Level	ADA Range												
.0165	0 to 300												
.0132	301 to 1,000												
.0099	1,001 to 30,000												
.0066	30,001 to 400,000												
.0033	400,001 and Over												

Your Variance Level is: .0099

Deficit Variance Level (J-201)

Determine the ratio of operating deficits to expenditures for each of the three prior years and the budget year. Enter total expenditures and any operating deficits from the Form J-201:

Fiscal Year	Operating Expenditure (J-201, Sec. B)	Operating Deficit (J-201, Sec. C)	Variance Level Deficit divided by Expenditure
Third Prior Year (1992/93)	\$ 62,553,678	\$ 132,382	.0021
Second Prior Year (1993/94)	\$ 63,949,861	\$ 0	.0000
First Prior Year (1994/95)	\$ 66,532,933	\$ 0	.0000
Budget Year (1995/96)	\$ 68,446,021	\$ 741,289	.0108

Comparison to Operating Deficit Standard

- a. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 and 1993/94? (Yes/No) No
- b. Did your district have an operating deficit level in excess of the standard operating deficit variance level for your size district in 1994/95 AND 1992/93? (Yes/No) No

If you responded YES to either a or b, please explain below or provide separate attachments why your district's operating deficits are in excess of the standard operating variance level.

N/A

Criteria	Standard												
3. RESERVES	Available reserves as applied to total expenditures, transfers out, and uses are not less than the following percentage levels:												
	<table> <tr> <th>Percentage Level</th><th>ADA Range</th></tr> <tr> <td>5% or \$50,000 (Greater of)</td><td>0 to 300</td></tr> <tr> <td>4% or \$50,000 (Greater of)</td><td>301 to 1,000</td></tr> <tr> <td>3%</td><td>1,001 to 30,000</td></tr> <tr> <td>2%</td><td>30,001 to 400,000</td></tr> <tr> <td>1%</td><td>400,001 and Over</td></tr> </table>	Percentage Level	ADA Range	5% or \$50,000 (Greater of)	0 to 300	4% or \$50,000 (Greater of)	301 to 1,000	3%	1,001 to 30,000	2%	30,001 to 400,000	1%	400,001 and Over
Percentage Level	ADA Range												
5% or \$50,000 (Greater of)	0 to 300												
4% or \$50,000 (Greater of)	301 to 1,000												
3%	1,001 to 30,000												
2%	30,001 to 400,000												
1%	400,001 and Over												

Enter your Minimum Reserve Level : 3 %



Jurupa Unified School District (33-67090)

RIVERSIDE County

Minimum Reserve Level (J-201, J-207, & J-241)

Determine district's A) Recommended Reserve Amount & B) Budgeted Reserve Amount:

A. Recommended Reserve Amount

1. Total expenditures, transfers out, and uses (J-201, Col. F, sum of lines B.9, D.1b, & D.2b)	\$ 68,905,890
2. Recommended minimum reserve percentage	3 %
3. Total (Item 1 x Item 2)	\$ 2,067,176
4. Recommended minimum reserve amount for this district (Line 1 times Line 2 OR \$50,000 for a district with less than 1,001 ADA)	\$ 2,067,176

B. Budgeted Reserve Amount (AMOUNTS DESIGNATED FOR RESERVES MUST BE UNRESTRICTED)

1. General Fund (J-201)-Budgeted in Designated for Economic Uncertainties (Col. D-#9710)	\$ 2,432,364
2. General Fund (J-201)-Budgeted in the Unappropriated Account (Col. D-#9790)	\$ 0
3. Special Reserve Fund (J-207)-Budgeted in DEU Account #9710	\$ 0
4. Special Reserve Fund (J-207)-Budgeted in the Unappropriated Account #9790	\$ 0
5. Article XIII-B Fund (J-241)-Budgeted in DEU Account #9710	\$ 0
6. Article XIII-B Fund (J-241)-Budgeted in the Unappropriated Account #9790	\$ 0
Total District budgeted Unrestricted reserves	\$ 2,432,364

Comparison to Minimum Reserve Standard

- a. Did your district's reserve amounts meet the recommended reserve amount for your size district in the budget year? (Yes/No) Yes

If no, please explain below or provide separate attachments why the recommended reserve levels have not been met. The explanation must include reasons on how the reserves will be replenished.

N/A

Jurupa Unified School District (33-67090)

RIVERSIDE County

SUPPLEMENTAL INFORMATION

A. Changes in Fund Balance Trend (J-201, Line F-2)

Fiscal Year	Ending Fund Balance	Net Inc./ (Dec.) Over Prior Year	Percentage Inc./ (Dec.)
Third Prior Year (1992/93)	\$ 3,731,157		
Second Prior Year (1993/94)	\$ 3,936,410	\$ 205,253	5.50 %
First Prior Year (1994/95)	\$ 3,650,653	\$ -285,757	-7.26 %
Budget Year (1995/96)	\$ 2,699,495	\$ -951,158	-26.05 %

1. Provide an explanation if the fund balance reflects a continuing decline over the 3 prior years:

N/A

B. Use of One-Time Resources

1. List all one-time resources and the amounts committed to fund any ongoing operating expenditures in the budget year:

N/A

2. Identify how the one-time resources listed above will be replaced to continue funding the ongoing expenditures in the following years:

N/A

C. Multi-Year Commitments

Complete the following table for all multi-year commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the 1995/96 fiscal year and the following two years, and the funding source of payment. If the source of payment is not the same for the three year period, describe the funding source for each year. (EXCLUDE SALARY AND BENEFIT SETTLEMENTS SINCE THEY ARE REQUESTED IN THE SUBSEQUENT PAGES; ALSO EXCLUDE EQUIPMENT LEASES, MAINTENANCE AGREEMENTS, AND OTHER MINOR OPERATING EXPENSES.)

Type of Commitment	# of Years	Balance July 1, 1995	1995/96 Payment (P & I)	1996/97 Payment (P & I)	1997/98 Payment (P & I)	Funding Source
Cert. of Participation	0	0	0	0	0	GENERAL FUND
General Obligation Bonds	0	0	0	0	0	
State School Bldg. Loans	0	0	0	0	0	
Capital Leases	4	14,328	3,582	3,582	3,582	
Postretirement Benefits*	0	0	0	0	0	
Other Commitments:	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	
	0	0	0	0	0	

Comments:

Jurupa Unified School District (33-67090)

RIVERSIDE County

\*\*\*\*\*  
\* Postretirement Benefits-Self Insured (OPTIONAL)  
\*\*\*\*\*

1. Are the postretirement benefits listed above accounted for on a pay-as-you-go or actuarial basis?

2. If accounted for on a pay-as-you-go basis, please disclose the following:

Fiscal Year	Budget Year 1995/96	1996/97	1997/98
No. of Retirees Receiving Benefits	0	0	0
Total Annual Cost	\$ 0	\$ 0	\$ 0
Annual District Contribution	\$ 0	\$ 0	\$ 0
Annual Retiree Contribution	\$ 0	\$ 0	\$ 0

Comments:

POST RETIREMENT BENEFITS ARE CAPPED AT \$4,275 AND STOP WHEN THE RETIREE REACHES AGE 65

D. Status of Employee Negotiations-CERTIFICATED EMPLOYEES  
\*\*\*\*\*

1. Indicate the number of certificated FTEs included in the budget. 683.7

a. Indicate the change in certificated FTEs (+ or -) budgeted over the prior year's second interim report. 18.0

2. Are salary and benefit negotiations for the certificated bargaining unit settled for the budget year? (Yes/No) No

\*\*\*PLEASE NOTE\*\*\* For those districts completing an in-depth review: If salary and benefit negotiations are not finalized, upon settlement the Criteria and Standards specify that the school district must provide the county office of education with a salary settlement notification which includes an analysis of the cost of the settlement and its impact on the operating budget. The public disclosure documents prepared in compliance with Government Code Section 3547.5 will satisfy this salary settlement notification requirement. (Refer to CDE Management Advisory 92-01, dated May 15, 1992.)

If YES to Question 2, indicate the following:

a. Total cost of the salary settlement. \$ 0

b. Period of agreement.

c. Percentage change in salary over the prior year's salary schedule.

Fiscal Year	% Change in Salary Over Prior Year
Current Year (1994/95)	.00 %
Budget Year (1995/96)	.00 %
First Subsequent Year (1996/97)	.00 %
Second Subsequent Year (1997/98)	.00 %

If NO to Question 2, estimate the costs of a 1% increase in:

a. Salaries \$ 310,924

b. Statutory Benefits \$ 37,053

Jurupa Unified School District (33-67090)

RIVERSIDE County

3. Are Step & Column adjustments included in the budget? (Yes/No)

Yes

Indicate the following for the budget and subsequent two years:

Fiscal Year	Cost of Step & Col. Adjustment	% Change In Step & Col. Over P.Y.
Current Year (1994/95)	\$ 754,592	
Budget Year (1995/96)	\$ 737,753	-2.23 %
First Subsequent Year (1996/97)	\$ 711,428	-3.57 %
Second Subsequent Year (1997/98)	\$ 729,643	2.56 %

4. Are changes in health benefit costs included in the budget? (Yes/No)

No

Fiscal Year	% Change in Health Benefits Over P.Y.
Budget Year (1995/96)	.00 %
First Subsequent Year (1996/97)	.00 %
Second Subsequent Year (1997/98)	.00 %

5. List the significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, etc.).

6. Identify the source of funding that will be used to support multi-year salary and benefits commitments.

E. Status of Employee Negotiations-CLASSIFIED EMPLOYEES

1. Indicate the number of classified FTEs included in the budget. 434.7

a. Indicate the change in classified FTEs (+ or -) budgeted over the prior year's second interim report. 14.0

2. Are salary and benefit negotiations for the classified bargaining unit settled for the budget year? (Yes/No) No

If YES to question 2, indicate the following:

a. Total cost of the salary settlement. \$ 0

b. Period of agreement.

c. Percentage change in salary over the prior year's salary schedule.

Fiscal Year	% Change in Salary Over Prior Year
Current Year (1994/95)	.00 %
Budget Year (1995/96)	.00 %
First Subsequent Year (1996/97)	.00 %
Second Subsequent Year (1997/98)	.00 %

If NO to Question 2, estimate the costs of a 1% increase in:

a. Salaries \$ 86,082

b. Statutory benefits \$ 8,215

Jurupa Unified School District (33-67090)

RIVERSIDE County

3. Are Step & Column adjustments included in the budget? (Yes/No)

Yes

Indicate the following for the budget and subsequent two years:

Fiscal Year	Cost of Step & Col. Adjustment	% Change in Step & Col. over P.Y.
Current Year (1994/95)	\$ 98,692	
Budget Year (1995/96)	\$ 92,836	-5.93 %
First Subsequent Year (1996/97)	\$ 85,870	-7.50 %
Second Subsequent Year (1997/98)	\$ 87,960	2.43 %

4. Are changes in health benefit costs included in the budget? (Yes/No)

No

Fiscal Year	% Change in Health Benefits Over P.Y.
Budget Year (1995/96)	.00 %
First Subsequent Year (1996/97)	.00 %
Second Subsequent Year (1997/98 )	.00 %

5. List the significant contract changes and the cost impact of each change (i.e., differential pay, hours of employment, leave of absence, etc.).

6. Identify the source of funding that will be used to support multi-year salary and benefit commitments.

F. Temporary Borrowings Between Funds (Optional)

Identify all transfers between funds which are accounted for as temporary borrowings for the budget year pursuant to Education Code 42603. For each borrowing, please identify the funds involved, the amount borrowed, the estimated repayment date, and the purpose for the temporary borrowing:

G. Status of Capital Projects (Optional)

Identify all capital projects that may impact the budget year general fund operational budget. For each capital project, please provide a description of the capital project, estimated completion date, original project budget, original source of funding, and any estimated cost overruns identifying the source of funding that will cover the cost overruns:

N/A

=====

This is the end of the Summary Review.

=====



Jurupa Unified School District  
=====

FUND NUMBER: 201 - GENERAL FUND

STEP 1: EXPORT VALIDATION

1a. Export validation of all funds and schedules. No  
Required fund: 249 has not been completed.  
Required form: 249A has not been completed.  
Required form: 200CS has not been completed.  
Required form: 200CF has not been completed.

All required forms have been completed and are in balance.  
Please explain reason for the missing required forms using  
<F4> message window.

Exception

=====

STEP 2: J-200S - SUMMARY OF INTERFUND ACTIVITIES

2a. Total Interfund Direct Services In (5750-5799).	87,558.00	
Total Interfund Direct Services Out (5750-5799).	-87,558.00	
Total Interfund Direct Services In (5750-5799) plus Total Interfund Direct Services Out (5750-5799).	.00	
Interfund Direct Costs (5750-5799) must net to -0-.		Okay
2b. Direct Support/Indirect Costs In (7350-7399).	260,355.00	
Direct Support/Indirect Costs Out (7350-7399).	-260,355.00	
Direct Support/Indirect Costs In (7350-7399) plus Direct Support/Indirect Costs Out (7350-7399).	.00	
Direct Support/Indirect Costs must net to -0-.		Okay
2c. Total Interfund Transfers In (8910-8929).	844,655.00	
Total Interfund Transfers Out (7610-7629).	844,655.00	
Total Interfund Transfers In (8910-8929) minus Total Interfund Transfers Out (7610-7629)	.00	
Total Interfund Transfers (8910-8929, 7610-7629) must net to -0-.		Okay

=====

STEP 3: J-201R REVENUE DETAIL

REVENUE LIMIT SOURCES:

3a. Revenue Limit Sources on J-201R (Column F) (8011-8089).	53,313,253.00
State Aid - Prior Years (8019) on J-201R (Column F).	.00
Revenue Limit Sources (8011-8089) minus State Aid - Prior Years (8019) on J-201R (Column F).	53,313,253.00
Total Revenue Limit (Line 25) on J-201RL.	59,975,610.00
State School Deficit (Line 30) on J-201RL.	6,662,357.00
Total Revenue Limit (Line 25) on J-201RL minus State School Deficit (Line 30) on J-201RL.	53,313,253.00

TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S BUDGET  
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Revenue Limit Sources (8011-8089) minus State Aid -  
Prior Years (8019) on J-201R should agree with Total  
Revenue Limit (Line 25) minus State School Deficit  
(Line 30) on J-201RL.

Okay

3b. RL State Aid (8011) on J-201R. 40,014,542.00

Net State Aid calculated on J-201RL (Line 33). 40,014,542.00

RL State Aid (8011) in J-201R should agree with  
Net State Aid calculated on J-201RL (Line 33).

Okay

3c. RL Local Revenues (8021-8089) in J-201R.

Total Revenue Limit Sources 53,313,253.00

Principal Apportionment - Current Year 40,014,542.00

Principal Apportionment - Prior Year .00

Total RL Sources minus Principal Apportionment -  
CY minus Principal Apportionment - PY 13,298,711.00

Sum of Local Revenues (EDP 117, EDP 118, EDP 125) in J-201RL:

EDP 117 .00

EDP 118 13,294,651.00

EDP 125 4,060.00

Sum of Local Revenues (EDP 117, 118, 125). 13,298,711.00

The sum of RL Local Revenues (8021-8089) in J-201R  
agrees with sum of Local Revenues (EDP 117, 118, 125)  
in J-201RL.

Okay

3d. PERS Reduction Transfer (8092) in J-201R. 512,735.00

Total PERS Reduction from RL (7270) from:

J-201 - PERS Reduction from RL (7270) 512,735.00

J-202 - PERS Reduction from RL (7270) .00

J-203 - PERS Reduction from RL (7270) .00

J-204 - PERS Reduction from RL (7270) .00

J-205 - PERS Reduction from RL (7270) .00

J-206 - PERS Reduction from RL (7270) .00

J-216 - PERS Reduction from RL (7270) .00

J-217 - PERS Reduction from RL (7270) .00

J-218 - PERS Reduction from RL (7270) .00

J-219 - PERS Reduction from RL (7270) .00

J-231 - PERS Reduction from RL (7270) .00

J-232 - PERS Reduction from RL (7270) .00

J-236 - PERS Reduction from RL (7270) .00

J-237 - PERS Reduction from RL (7270) .00

J-242 - PERS Reduction from RL (7270) .00

Total PERS Reduction from RL (7270). 512,735.00

PERS Reduction Transfer (8092) equals PERS  
Reduction from RL (7270) for all funds.

Okay

3e. Total Revenue Limit - K-12 ADA (Line 10)  
from J-200A. 16,757.00Total Revenue Limit for Non-growth ADA from  
Line 6 of J-201RL. 10,017.00Total Revenue Limit for Growth ADA from Line 7  
of J-201RL. 6,740.00Total Revenue Limit for Non-growth ADA (Line 6)  
and Total Revenue Limit for Growth ADA (Line 7)  
of J-201RL. 16,757.00

TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S BUDGET  
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RIVERSIDE County

Total Revenue Limit K-12 ADA (Line 10) on the J-200A  
must agree with the ADA reported on the J-201RL,  
Lines 6 and 7.

Okay

3f. PERS Reduction Transfer (8092) in J-201R. 512,735.00

PERS Reduction (EDP 085) in J-201RL. 512,735.00

PERS Reduction Transfer (8092) in J-201R equals

PERS Reduction (EDP 085) in J-201RL.

Okay

## REVENUE LIMIT TRANSFERS:

3g. Special Education ADA transfer (8091) in J-201R. .00

Special Education ADA transfer (8091) in J-201R  
equals -0- in Column F.

Okay

3h. Special Education ADA Transfer - Column D (8091)  
in J-201R. -1,564,323.00Special Education ADA Transfer - Column D (8091)  
in J-201R must be negative or -0-.

Okay

Special Education ADA Transfer - Column E (8091)  
in J-201R. 1,564,323.00Special Education ADA Transfer - Column E (8091)  
in J-201R must be positive or -0-.

Okay

Revenue Limit Funds Transfer (Line 40)  
calculated on J-201SE. 1,564,323.00Special Education ADA Transfer - Restricted (8091) in  
in J-201R agrees with Revenue Limit Funds Transfer  
(Line 40) calculated on J-201SE.

Okay

3i. Have the restricted portions of the revenue limit been  
transferred from unrestricted sources to restricted  
sources (i.e., Continuation Education (Account 8095),  
Specialized Secondary Schools (Account 8099))?

Enter Yes or No

If response to 3i is NO, please explain:

3j. ROC/P Apprentice Hours Transfer (8093) in  
J-201R (Column D). .00ROC/P Apprentice Hours Transfer (8093) in J-201R  
is negative or -0- in Column D.

Okay

ROC/P Apprentice Hours Transfer (8093) in  
J-201R (Column E). .00ROC/P Apprentice Hours Transfer (8093) in J-201R  
is positive or -0- in Column E.

Okay

ROC/P Apprentice Hours Transfer (8093) in J-201R  
(Column F). .00ROC/P Apprentice Hours Transfer (8093) in J-201R  
is -0- in Column F.

Okay

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RIVERSIDE County

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3k. Adult Apprentice Transfer (8094) in J-201R.	.00	
Adult Apprentice Transfer (8094) in J-201R is negative or -0-.		Okay
Adult Apprentice Transfer (8094) in J-202R.	.00	
Adult Apprentice Transfer (8094) in J-202R is positive or -0-.		Okay
Adult Apprentice Transfer (8094) in J-201R and Adult Apprentice Transfer (8094) in J-202R must net to -0- between the two funds.	.00	Okay
3l. Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) (Column D).	.00	
Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) in J-201R should be negative or -0- in Column D.		Okay
Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) in J-201R (Column E).	.00	
Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) should be positive or -0- in Column E.		Okay
Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) (Column F).	.00	
Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) should be -0- in Column F.		Okay
3m. All Other Transfers (8099) (Column D)	.00	
All Other Transfers (8099) should be negative or -0- in Column D.		Okay
All Other Transfers (8099) (Column E)	.00	
All Other Transfers (8099) should be positive or -0- in Column E.		Okay
All Other Transfers (8099) (Column F)	.00	
All Other Transfers (8099) should be -0- in Column F.		Okay

EXCEPTION FOR 3m: If transfer is for Meals for Needy, should be negative in J-201R (Column F) and positive in J-203R or J-231R (Column F) and net to -0- between the two funds. If applicable, please include this in explanation.

=====

## FEDERAL REVENUES:

3n. Special Education per UDC (8181) in J-201R.	555,475.00	
PL 94-142 Contributions (EDP 335) on J-201SE.	555,475.00	
Special Education per UDC (8181) in J-201R agrees with PL 94-142 Contributions (EDP 335) on J-201SE.		Okay

=====

TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S BUDGET  
Fiscal Year 1995/96

Jurupa Unified School District (33-67090)

RIVERSIDE County

## =====

## OTHER STATE REVENUES:

30. Special Education Revenues in the J-201R should agree with the J-201SE under any one of the following three conditions:

Okay

## CONDITION 1:

If LEA is the AU and receives entire apportionment for local plan area, or if the LEA is not the AU, but receives its apportionment directly, Special Education Master Plan (8321) in J-201R should agree with Net State Aid - Special Education and SELPA Redistributions (Line 36) calculated on the J-201SE.

Special Education Master Plan (8321) on J-201R. 4,454,707.00

Net State Aid - Special Education and SELPA Redistributions (Line 36) calculated on the J-201SE. 4,549,023.00

## CONDITION 2:

If LEA is not the AU and its apportionment is made to the AU, the SELPA Redistributions (Total of 8721, 8722 and 8723) in the J-201R should agree with Net State Aid - Special Education and SELPA Redistributions (Line 36) on the J-201SE.

## SELPA Redistributions in J-201R:

8721 .00  
8722 94,316.00  
8723 .00

SELPA Redistributions (Total of 8721, 8722 and 8723) 94,316.00

Net State Aid - Special Education and SELPA Redistributions (Line 36) calculated on the J-201SE. 4,549,023.00

## CONDITION 3:

If LEA receives its apportionment directly and also receives transfer of regionalized service funds from the AU, the Special Education Master Plan (8321) plus the SELPA Redistributions (Total of 8721, 8722 and 8723) in the J-201R should agree with Net State Aid - Special Education and SELPA Redistributions (Line 36) of J-201SE.

Special Education Master Plan (8321) 4,454,707.00

## SELPA Redistributions in J-201R:

8721 .00  
8722 94,316.00  
8723 .00

Total of Special Education Master Plan (8321) and SELPA Redistributions (8721, 8722 and 8723) in J-201R. 4,549,023.00

Net State Aid - Special Education and SELPA Redistributions (Line 36) on the J-201SE. 4,549,023.00

TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S BUDGET  
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RIVERSIDE County

- 3p. Are the Tax Relief Subventions (8575, 8576) in J-201R for restricted levies only, such as County Free Library Tax?

Enter Yes or No

Yes

If response to 3p is NO, please explain:

- 3q. Are the Restricted Taxes (8616 - 8618) for restricted levies only, such as County Free Library Tax?

Enter Yes or No

Yes

If response to 3q is NO, please explain:

## STEP 4: J-201E EXPENDITURE DETAIL

- 4a. Direct Costs - Interprogram Services (5710-5749). .00  
Direct Costs - Interprogram Services (5710-5749) must be -0- in Column F. Okay
- 4b. Direct Costs - Interfund Services (5750-5799). -87,558.00  
Direct Costs - Interfund Services (5750-5799) must be -0- or negative in Column F. Okay
- 4c. Interprogram Transfers of Direct Support/Indirect Costs (7310-7349). .00  
Interprogram Transfers of Direct Support/Indirect Costs (7310-7349) must be -0- in Column F. Okay
- 4d. Interfund Transfers of Direct Support/Indirect Costs (7350-7399). -260,355.00  
Interfund Transfers of Direct Support/Indirect Costs (7350-7399) should be -0- or negative in Column F. Okay

## STEP 5: J-2010 OTHER FINANCING SOURCES/USES DETAIL

- 5a. Contributions to Restricted Programs (8980-8999) (Current Year).

Budget - Column D		-2,922,093.00
CONTRIB-SPECIAL ED	8981	-260364.00
SPECIAL ED	8993	-800044.00
SPEC.PROJ.	8994	-298337.00
TRANSP.	8995	-500927.00
MAINT.	8996	-1062421.00
Budget - Column E		2,922,093.00
CONTRIB-SPECIAL ED	8981	260364.00
SPECIAL ED	8993	800044.00
SPEC.PROJ.	8994	298337.00
TRANSP.	8995	500927.00
MAINT.	8996	1062421.00

Contributions to Restricted Programs (8980-8999)  
Column D, Unrestricted, should be all negative or -0- entries.

Okay

Contributions to Restricted Programs (8980-8999)  
Column E, Restricted, should be all positive or -0- entries.

Okay

TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S BUDGET  
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Jurupa Unified School District (33-67090)

RIVERSIDE County

5b. Contributions to Restricted Programs (8980-8999)  
Total (CY and PY adjustments), Column F. .00

Contributions to Restricted Programs (8980-8999) Total  
should crossfoot to -0- in Column F.

Okay

## STEP 6: J-201 FUND SUMMARY

6a. This check does not apply to the budget process.

6b. Restricted Ending Balance (Line F-2, Column E) 59,008.00

Restricted Ending Balance (Line F-2, Column E)  
should be positive or -0-.

Okay

6c. If large positive restricted ending balance exists,  
are the expenditures understated or the income  
overstated?

Enter Yes or No

No

If response to 6c is YES, please explain:

6d. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 6d is NO, please explain:

6e. This check does not apply to the budget process.

6f. Unappropriated Fund Balance (Line F-2d) .00

Unappropriated Fund Balance (Line F-2d) should  
be positive or -0-.

Okay

6g. Ending Balance, June 30 (F-2) (Column D) 2,640,487.00

Ending Balance, June 30 (F-2) (Column D)  
must be positive.

Okay

Ending Balance, June 30 (F-2) (Column F) 2,699,495.00

Ending Balance, June 30 (F-2) (Column F)  
must be positive.

Okay

## STEP 7: J-385 CURRENT EXPENSE FORMULA/MINIMUM CLASSROOM COMPENSATION

7a. This check does not apply to the budget process.

## STEP 8: J-202, ADULT EDUCATION FUND

## FUND SUMMARY

8a. This check does not apply to the budget process.

TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S BUDGET  
Fiscal Year 1995/96

Jurupa Unified School District (33-67090)

RIVERSIDE County

- 8b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 8b is NO, please explain:

- 8c. This check does not apply to the budget process.

- 8d. Unappropriated Fund Balance (Line F-2d)

.00

Unappropriated Fund Balance (Line F-2d) should be  
positive or -0-.

Okay

STEP 9: J-203, CAFETERIA FUND/ACCOUNT

FUND SUMMARY

- 9a. This check does not apply to the budget process.

- 9b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 9b is NO, please explain:

- 9c. This check does not apply to the budget process.

- 9d. Unappropriated Fund Balance (Line F-2d)

.00

Unappropriated Fund Balance (Line F-2d) should be  
positive or -0-.

Okay

STEP 10: J-204, CHILD DEVELOPMENT FUND

FUND SUMMARY

- 10a. This check does not apply to the budget process.

- 10b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 10b is NO, please explain:

- 10c. This check does not apply to the budget process.

- 10d. Unappropriated Fund Balance (Line F-2d)

.00

Unappropriated Fund Balance (Line F-2d) should be  
positive or -0-.

Okay



TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S BUDGET  
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RIVERSIDE County

STEP 11: J-205, DEFERRED MAINTENANCE FUND

## FUND SUMMARY

11a. This check does not apply to the budget process.

11b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 11b is NO, please explain:

11c. This check does not apply to the budget process.

11d. Unappropriated Fund Balance (Line F-2d)

142,170.00

Unappropriated Fund Balance (Line F-2d) should be  
positive or -0-.

Okay

J-206 DOES NOT EXIST

STEP 13: J-207, SPECIAL RESERVE FUND

## FUND SUMMARY

13a. This check does not apply to the budget process.

13b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 13b is NO, please explain:

13c. This check does not apply to the budget process.

13d. Unappropriated Fund Balance (Line F-2d)

.00

Unappropriated Fund Balance (Line F-2d) should be  
positive or -0-.

Okay

J-216 DOES NOT EXIST

STEP 15: J-217, CAPITAL FACILITIES FUND

## FUND SUMMARY

15a. This check does not apply to the budget process.

TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S BUDGET  
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Jurupa Unified School District (33-67090)

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- 15b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 15b is NO, please explain:

- 15c. This check does not apply to the budget process.

- 15d. Unappropriated Fund Balance (Line F-2d)

.00

Unappropriated Fund Balance (Line F-2d) should be  
positive or -0-.

Okay

STEP 16: J-218, STATE SCHOOL BUILDING LEASE/PURCHASE FUND

FUND SUMMARY

- 16a. This check does not apply to the budget process.

- 16b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 16b is NO, please explain:

- 16c. This check does not apply to the budget process.

- 16d. Unappropriated Fund Balance (Line F-2d)

.00

Unappropriated Fund Balance (Line F-2d) should be  
positive or -0-.

Okay

STEP 17: J-219, SPECIAL RESERVE FUND

FUND SUMMARY

- 17a. This check does not apply to the budget process.

- 17b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 17b is NO, please explain:

- 17c. This check does not apply to the budget process.

- 17d. Unappropriated Fund Balance (Line F-2d)

.00

Unappropriated Fund Balance (Line F-2d) should be  
positive or -0-.

Okay

J-226 DOES NOT EXIST

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SCHOOL DISTRICT'S BUDGET  
Fiscal Year 1995/96

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Jurupa Unified School District (33-67090)

RIVERSIDE County

STEP 19: J-227, TAX OVERRIDE FUND

FUND SUMMARY

19a. This check does not apply to the budget process.

19b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 19b is NO, please explain:

19c. This check does not apply to the budget process.

19d. Unappropriated Fund Balance (Line F-2d)

18,222.00

Unappropriated Fund Balance (Line F-2d) should be  
positive or -0-.

Okay

J-228 DOES NOT EXIST

J-231 DOES NOT EXIST

J-232 DOES NOT EXIST

STEP 23: J-236, SELF-INSURANCE FUND

FUND SUMMARY

23a. This check does not apply to the budget process.

23b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 23b is NO, please explain:

23c. This check does not apply to the budget process.

23d. Unappropriated Fund Balance (Line F-2d)

.00

Unappropriated Fund Balance (Line F-2d) should be  
positive or -0-.

Okay

J-237 DOES NOT EXIST

J-241 DOES NOT EXIST

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TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S BUDGET  
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RIVERSIDE County

J-242 DOES NOT EXIST

J-244 DOES NOT EXIST

TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S UNAUDITED ACTUALS  
Fiscal Year 1994/95

CALIFORNIA  
DEPT OF EDUCATION  
J-3TR  
RIVERSIDE County

Jurupa Unified School District  
=====

FUND NUMBER: 201 - GENERAL FUND

STEP 1: EXPORT VALIDATION

- 1a. Export validation of all funds and schedules. No  
Required fund: 249 has not been completed.  
Required form: 249A has not been completed.  
Required form: 200CS has not been completed.  
Required form: 200CF has not been completed.  
  
All required forms have been completed and are in balance.  
Please explain reason for the missing required forms using  
<F4> message window. Exception  
  
1b. In compliance with E. C. 42127(i), selection of Budget  
Adoption cycle has been completed on J-200CA, District  
Certification. Exception

=====

STEP 2: J-300S - SUMMARY OF INTERFUND ACTIVITIES

2a.	Total Interfund Direct Services In (5750-5799).	88,369.00	
	Total Interfund Direct Services Out (5750-5799).	-88,369.00	
	Total Interfund Direct Services In (5750-5799) plus Total Interfund Direct Services Out (5750-5799).	.00	
	Interfund Direct Costs (5750-5799) must net to -0-.		Okay
2b.	Direct Support/Indirect Costs In (7350-7399).	256,030.00	
	Direct Support/Indirect Costs Out (7350-7399).	-256,030.00	
	Direct Support/Indirect Costs In (7350-7399) plus Direct Support/Indirect Costs Out (7350-7399).	.00	
	Direct Support/Indirect Costs must net to -0-.		Okay
2c.	Total Interfund Transfers In (8910-8929).	759,932.00	
	Total Interfund Transfers Out (7610-7629).	759,932.00	
	Total Interfund Transfers In (8910-8929) minus Total Interfund Transfers Out (7610-7629)	.00	
	Total Interfund Transfers (8910-8929, 7610-7629) must net to -0-.		Okay
2d.	Total Due from Other Funds (9170)	654.00	
	Total Due to Other Funds (9520)	654.00	
	Total Due from Other Funds (9170) must agree with Total Due to Other Funds (9520)		Okay

=====

STEP 3: J-201R REVENUE DETAIL

REVENUE LIMIT SOURCES:

3a.	Revenue Limit Sources on J-201R (Column C) (8011-8089).	51,129,031.00
	State Aid - Prior Years (8019) on J-201R (Column C).	19,508.00

TECHNICAL REVIEW CHECKLIST  
SCHOOL DISTRICT'S UNAUDITED ACTUALS  
Fiscal Year 1994/95

Jurupa Unified School District (33-67090)

RIVERSIDE County

=====

Revenue Limit Sources (8011-8089) minus State Aid -	
Prior Years (8019) on J-201R (Column C).	51,109,523.00
Total Revenue Limit (Line 25) on J-201RL.	57,404,759.00
State School Deficit (Line 30) on J-201RL.	6,295,236.00
Total Revenue Limit (Line 25) on J-201RL minus	
State School Deficit (Line 30) on J-201RL.	51,109,523.00
Revenue Limit Sources (8011-8089) minus State Aid -	
Prior Years (8019) on J-201R should agree with Total	
Revenue Limit (Line 25) minus State School Deficit	
(Line 30) on J-201RL.	
	Okay
3b. RL State Aid (8011) on J-201R.	37,409,328.00
Net State Aid calculated on J-201RL (Line 33).	37,409,328.00
RL State Aid (8011) in J-201R should agree with	
Net State Aid calculated on J-201RL (Line 33).	
	Okay
3c. RL Local Revenues (8021-8089) in J-201R.	
Total Revenue Limit Sources	51,129,031.00
Principal Apportionment - Current Year	37,409,328.00
Principal Apportionment - Prior Year	19,508.00
Total RL Sources minus Principal Apportionment -	
CY minus Principal Apportionment - PY	13,700,195.00
Sum of Local Revenues (EDP 117, EDP 118, EDP 125) in J-201RL:	
EDP 117	.00
EDP 118	13,696,135.00
EDP 125	4,060.00
Sum of Local Revenues (EDP 117, 118, 125).	13,700,195.00
The sum of RL Local Revenues (8021-8089) in J-201R	
agrees with sum of Local Revenues (EDP 117, 118, 125)	
in J-201RL.	
	Okay
3d. PERS Reduction Transfer (8092) in J-201R.	642,441.00
Total PERS Reduction from RL (7270) from:	
J-201 - PERS Reduction from RL (7270)	642,441.00
J-202 - PERS Reduction from RL (7270)	.00
J-203 - PERS Reduction from RL (7270)	.00
J-204 - PERS Reduction from RL (7270)	.00
J-205 - PERS Reduction from RL (7270)	.00
J-206 - PERS Reduction from RL (7270)	.00
J-216 - PERS Reduction from RL (7270)	.00
J-217 - PERS Reduction from RL (7270)	.00
J-218 - PERS Reduction from RL (7270)	.00
J-219 - PERS Reduction from RL (7270)	.00
J-231 - PERS Reduction from RL (7270)	.00
J-232 - PERS Reduction from RL (7270)	.00
J-236 - PERS Reduction from RL (7270)	.00
J-237 - PERS Reduction from RL (7270)	.00
J-242 - PERS Reduction from RL (7270)	.00
Total PERS Reduction from RL (7270).	642,441.00
PERS Reduction Transfer (8092) equals PERS	
Reduction from RL (7270) for all funds.	
	Okay

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3e. Total Revenue Limit - K-12 ADA (Line 10)  
from J-200A. 16,502.00

Total Revenue Limit for Non-growth ADA from  
Line 6 of J-201RL. 10,035.95

Total Revenue Limit for Growth ADA from Line 7  
of J-201RL. 6,466.00

Total Revenue Limit for Non-growth ADA (Line 6)  
and Total Revenue Limit for Growth ADA (Line 7)  
of J-201RL. 16,501.95

Total Revenue Limit K-12 ADA (Line 10) on the J-200A  
must agree with the ADA reported on the J-201RL,  
Lines 6 and 7.

J201 RL - ADA WAS ENTERED USING DECIMALS, WHILE ADA ON J200A WAS ROUNDED UP Exception

3f. PERS Reduction Transfer (8092) in J-201R. 642,441.00

PERS Reduction (EDP 085) in J-201RL. 642,441.00

PERS Reduction Transfer (8092) in J-201R equals  
PERS Reduction (EDP 085) in J-201RL.

Okay

REVENUE LIMIT TRANSFERS:

3g. Special Education ADA transfer (8091) in J-201R. .00

Special Education ADA transfer (8091) in J-201R  
equals -0- in Column C. Okay

3h. Special Education ADA Transfer - Column A (8091)  
in J-201R. -1,495,523.00

Special Education ADA Transfer - Column A (8091)  
in J-201R must be negative or -0-. Okay

Special Education ADA Transfer - Column B (8091)  
in J-201R. 1,495,523.00

Special Education ADA Transfer - Column B (8091)  
in J-201R must be positive or -0-. Okay

Revenue Limit Funds Transfer (Line 40)  
calculated on J-201SE. 1,495,523.00

Special Education ADA Transfer - Restricted (8091) in  
in J-201R agrees with Revenue Limit Funds Transfer  
(Line 40) calculated on J-201SE. Okay

3i. Have the restricted portions of the revenue limit been  
transferred from unrestricted sources to restricted  
sources (i.e., Continuation Education (Account 8095),  
Specialized Secondary Schools (Account 8099))?

Enter Yes or No

If response to 3i is NO, please explain:

3j. ROC/P Apprentice Hours Transfer (8093) in  
J-201R (Column A). .00

ROC/P Apprentice Hours Transfer (8093) in J-201R  
is negative or -0- in Column A. Okay

ROC/P Apprentice Hours Transfer (8093) in  
J-201R (Column B). .00

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=====		
ROC/P Apprentice Hours Transfer (8093) in J-201R is positive or -0- in Column B.		Okay
ROC/P Apprentice Hours Transfer (8093) in J-201R (Column C).	.00	
ROC/P Apprentice Hours Transfer (8093) in J-201R is -0- in Column C.		Okay
3k. Adult Apprentice Transfer (8094) in J-201R.	.00	
Adult Apprentice Transfer (8094) in J-201R is negative or -0-.		Okay
Adult Apprentice Transfer (8094) in J-202R.	.00	
Adult Apprentice Transfer (8094) in J-202R. is positive or -0-.		Okay
Adult Apprentice Transfer (8094) in J-201R and Adult Apprentice Transfer (8094) in J-202R must net to -0- between the two funds.	.00	Okay
31. Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) (Column A).	.00	
Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) in J-201R should be negative or -0- in Column A.		Okay
Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) in J-201R (Column B).	.00	
Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) should be positive or -0- in Column B.		Okay
Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) (Column C).	.00	
Juvenile Court Community Schools/Continuation Education ADA Transfers (8095) should be -0- in Column C.		Okay
3m. All Other Transfers (8099) (Column A)	.00	
All Other Transfers (8099) should be negative or -0- in Column A.		Okay
All Other Transfers (8099) (Column B)	.00	
All Other Transfers (8099) should be positive or -0- in Column B.		Okay
All Other Transfers (8099) (Column C)	.00	
All Other Transfers (8099) should be -0- in Column C.		Okay
EXCEPTION FOR 3m: If transfer is for Meals for Needy, should be negative in J-201R (Column C) and positive in J-203R or J-231R (Column C) and net to -0- between the two funds. If applicable, please include this in explanation.		
=====		



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FEDERAL REVENUES:

3n. Special Education per UDC (8181) in J-201R. 555,475.00  
PL 94-142 Contributions (EDP 335) on J-201SE. 555,475.00

Special Education per UDC (8181) in J-201R agrees  
with PL 94-142 Contributions (EDP 335) on J-201SE.

Okay

OTHER STATE REVENUES:

3o. Special Education Revenues in the J-201R should  
agree with the J-201SE under any one of the  
following three conditions:

Okay

CONDITION 1:

If LEA is the AU and receives entire apportionment  
for local plan area, or if the LEA is not the AU,  
but receives its apportionment directly, Special  
Education Master Plan (8321) in J-201R should  
agree with Net State Aid - Special Education  
and SELPA Redistributions (Line 36) calculated  
on the J-201SE.

Special Education Master Plan (8321) on J-201R. 4,281,674.00

Net State Aid - Special Education and SELPA  
Redistributions (Line 36) calculated on the  
J-201SE. 4,377,264.00

CONDITION 2:

If LEA is not the AU and its apportionment is made  
to the AU, the SELPA Redistributions (Total of 8721,  
8722 and 8723) in the J-201R should agree with Net  
State Aid - Special Education and SELPA  
Redistributions (Line 36) on the J-201SE.

SELPA Redistributions in J-201R:

8721 1,274.00  
8722 94,316.00  
8723 .00

SELPA Redistributions (Total of 8721, 8722 and  
8723) 95,590.00

Net State Aid - Special Education and SELPA  
Redistributions (Line 36) calculated on the  
J-201SE. 4,377,264.00

CONDITION 3:

If LEA receives its apportionment directly and also  
receives transfer of regionalized service funds from  
the AU, the Special Education Master Plan (8321) plus  
the SELPA Redistributions (Total of 8721, 8722 and 8723)  
in the J-201R should agree with Net State Aid - Special  
Education and SELPA Redistributions (Line 36) of  
J-201SE.

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Special Education Master Plan (8321) 4,281,674.00

SELPA Redistributions in J-201R:

8721	1,274.00
8722	94,316.00
8723	.00

Total of Special Education Master Plan (8732) and  
SELPA Redistributions (8721, 8722 and 8723) in  
J-201R. 4,377,264.00

Net State Aid - Special Education and SELPA  
Redistributions (Line 36) on the J-201SE. 4,377,264.00

3p. Are the Tax Relief Subventions (8575, 8576) in J-201R  
for restricted levies only, such as County Free  
Library Tax?

Enter Yes or No

Yes

If response to 3p is NO, please explain:

3q. Are the Restricted Taxes (8616 - 8618) for restricted  
levies only, such as County Free Library Tax?

Enter Yes or No

Yes

If response to 3q is NO, please explain:

STEP 4: J-201E EXPENDITURE DETAIL

4a. Direct Costs - Interprogram Services (5710-5749). .00

Direct Costs - Interprogram Services (5710-5749) must  
be -0- in Column C.

Okay

4b. Direct Costs - Interfund Services (5750-5799). -88,369.00

Direct Costs - Interfund Services (5750-5799) must  
be -0- or negative in Column C.

Okay

4c. Interprogram Transfers of Direct Support/Indirect  
Costs (7310-7349). .00

Interprogram Transfers of Direct Support/Indirect  
Costs (7310-7349) must be -0- in Column C.

Okay

4d. Interfund Transfers of Direct Support/Indirect  
Costs (7350-7399). -256,030.00

Interfund Transfers of Direct Support/Indirect  
Costs (7350-7399) should be -0- or negative in  
Column C.

Okay

STEP 5: J-2010 OTHER FINANCING SOURCES/USES DETAIL

5a. Contributions to Restricted Programs (8980-8999)  
(Current Year).

Estimated Actuals - Column A		-2,592,789.00
CONTRIB-SPECIAL ED	8981	-260364.00
SPECIAL ED	8993	-706967.00
SPEC.PROJ.	8994	-283220.00
TRANSP.	8995	-439165.00

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MAINT.	8996	-903073.00	
Estimated Actuals - Column B			2,592,789.00
CONTRIB-SPECIAL ED	8981	260364.00	
SPECIAL ED	8993	706967.00	
SPEC.PROJ.	8994	283220.00	
TRANSP.	8995	439165.00	
MAINT.	8996	903073.00	

Contributions to Restricted Programs (8980-8999)  
Column A, Unrestricted, should be all negative or -0- entries.

Okay

Contributions to Restricted Programs (8980-8999)  
Column B, Restricted, should be all positive or -0- entries.

Okay

- 5b. Contributions to Restricted Programs (8980-8999)  
Total (CY and PY adjustments), Column C.

.00

Contributions to Restricted Programs (8980-8999) Total  
should crossfoot to -0- in Column C.

Okay

## STEP 6: J-201 FUND SUMMARY

6a. Ending Fund Balance, Unrestricted (Col. A, Line F-2) 3,126,654.00  
Fund Equity, Unrestricted (Col. A, Line I) 3,126,654.00

Ending Fund Balance, Unrestricted (Col. A, Line F-2)  
must agree with Fund Equity, Unrestricted  
(Col. A, Line I)

Okay

Ending Fund Balance, Restricted (Col. B, Line F-2) 523,999.00  
Fund Equity, Restricted (Col. B, Line I) 523,999.00

Ending Fund Balance, Restricted (Col. B, Line F-2)  
must agree with Fund Equity, Restricted  
(Col. B, Line I)

Okay

Ending Fund Balance, Total Fund (Col. C, Line F-2) 3,650,653.00  
Fund Equity, Total Fund (Col. C, Line I) 3,650,653.00

Ending Fund Balance, Total Fund (Col. C, Line F-2)  
must agree with Fund Equity, Total Fund  
(Col. C, Line I)

Okay

6b. Restricted Ending Balance (Line F-2, Column B) 523,999.00

Restricted Ending Balance (Line F-2, Column B)  
should be positive or -0-.

Okay

- 6c. If large positive restricted ending balance exists,  
are the expenditures understated or the income  
overstated?

Enter Yes or No

No

If response to 6c is YES, please explain:

- 6d. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 6d is NO, please explain:

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6e. Designated for Economic Uncertainties (9710) 2,704,531.00  
Designated for \_\_\_\_\_ (9720-9789) 273,008.00  
..... 9720 214000.00  
S/H CHARGEBACK RESERVE 9730 59008.00  
Undesignated Amount (9790) .00

Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

6f. This check does not apply to the unaudited actuals process.

6g. This check does not apply to the unaudited actuals process.

STEP 7: J-385 CURRENT EXPENSE FORMULA/MINIMUM CLASSROOM COMPENSATION

7a. Percent of Current Cost of Education Expended for  
Classroom Compensation (Line 14) on J-385. .00 %  
Allowable percentage for district type. 55.00 %

Percent of Current Cost of Education Expended for  
Classroom Compensation must equal or exceed the  
allowable percentage for district type.

Exception

STEP 8: J-202, ADULT EDUCATION FUND

FUND SUMMARY

8a. Ending Fund Balance (Line F-2) 81,521.00  
Ending Fund Balance, Fund Reconciliation  
(Line I) 81,521.00

Ending Fund Balance (Line F-2) agrees with  
Ending Fund Balance, Fund Reconciliation  
(Line I)

Okay

8b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 8b is NO, please explain:

8c. Designated for Economic Uncertainties (9710) 81,521.00  
Designated for \_\_\_\_\_ (9720-9789) .00  
Undesignated Amount (9790) .00

Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

8d. This check does not apply to the unaudited actuals process.

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STEP 9: J-203, CAFETERIA FUND/ACCOUNT

FUND SUMMARY

9a. Ending Fund Balance (Line F-2) 1,229,296.00

Ending Fund Balance, Fund Reconciliation  
(Line I) 1,229,296.00

Ending Fund Balance (Line F-2) agrees with  
Ending Fund Balance, Fund Reconciliation  
(Line I)

Okay

9b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 9b is NO, please explain:

9c. Designated for Economic Uncertainties (9710) 908,450.00

Designated for \_\_\_\_\_ (9720-9789) 300,661.00  
..... 0972 300661.00

Undesignated Amount (9790) .00

Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

9d. This check does not apply to the unaudited actuals process.

STEP 10: J-204, CHILD DEVELOPMENT FUND

FUND SUMMARY

10a. Ending Fund Balance (Line F-2) .00

Ending Fund Balance, Fund Reconciliation  
(Line I) .00

Ending Fund Balance (Line F-2) agrees with  
Ending Fund Balance, Fund Reconciliation  
(Line I)

Okay

10b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 10b is NO, please explain:

10c. Designated for Economic Uncertainties (9710) .00

Designated for \_\_\_\_\_ (9720-9789) .00

Undesignated Amount (9790) .00

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Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

10d. This check does not apply to the unaudited actuals process.

## STEP 11: J-205, DEFERRED MAINTENANCE FUND

## FUND SUMMARY

11a. Ending Fund Balance (Line F-2) 284,788.00

Ending Fund Balance, Fund Reconciliation  
(Line I) 284,788.00Ending Fund Balance (Line F-2) agrees with  
Ending Fund Balance, Fund Reconciliation  
(Line I)

Okay

11b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 11b is NO, please explain:

11c. Designated for Economic Uncertainties (9710) 284,788.00

Designated for \_\_\_\_\_ (9720-9789) .00

Undesignated Amount (9790) .00

Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

11d. This check does not apply to the unaudited actuals process.

J-206 DOES NOT EXIST

## STEP 13: J-207, SPECIAL RESERVE FUND

## FUND SUMMARY

13a. Ending Fund Balance (Line F-2) 250,000.00

Ending Fund Balance, Fund Reconciliation  
(Line I) 250,000.00Ending Fund Balance (Line F-2) agrees with  
Ending Fund Balance, Fund Reconciliation  
(Line I)

Okay

13b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 13b is NO, please explain:

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13c. Designated for Economic Uncertainties (9710) .00

Designated for \_\_\_\_\_ (9720-9789) .00

Undesignated Amount (9790) 250,000.00

Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

13d. This check does not apply to the unaudited actuals process.

J-216 DOES NOT EXIST

STEP 15: J-217, CAPITAL FACILITIES FUND

FUND SUMMARY

15a. Ending Fund Balance (Line F-2) 474,942.00

Ending Fund Balance, Fund Reconciliation  
(Line I) 474,942.00

Ending Fund Balance (Line F-2) agrees with  
Ending Fund Balance, Fund Reconciliation  
(Line I)

Okay

15b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 15b is NO, please explain:

15c. Designated for Economic Uncertainties (9710) 474,942.00

Designated for \_\_\_\_\_ (9720-9789) .00

Undesignated Amount (9790) .00

Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

15d. This check does not apply to the unaudited actuals process.

STEP 16: J-218, STATE SCHOOL BUILDING LEASE/PURCHASE FUND

FUND SUMMARY

16a. Ending Fund Balance (Line F-2) 4,820,514.00

Ending Fund Balance, Fund Reconciliation  
(Line I) 4,820,514.00

Ending Fund Balance (Line F-2) agrees with  
Ending Fund Balance, Fund Reconciliation  
(Line I)

Okay

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16b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 16b is NO, please explain:

16c. Designated for Economic Uncertainties (9710) 4,820,514.00  
Designated for \_\_\_\_\_ (9720-9789) .00  
Undesignated Amount (9790) .00

Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

16d. This check does not apply to the unaudited actuals process.

STEP 17: J-219, SPECIAL RESERVE FUND

FUND SUMMARY

17a. Ending Fund Balance (Line F-2) 520,780.00  
Ending Fund Balance, Fund Reconciliation  
(Line I) 520,780.00

Ending Fund Balance (Line F-2) agrees with  
Ending Fund Balance, Fund Reconciliation  
(Line I)

Okay

17b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 17b is NO, please explain:

17c. Designated for Economic Uncertainties (9710) 512,258.00  
Designated for \_\_\_\_\_ (9720-9789) 8,522.00  
..... 9720 8522.00  
Undesignated Amount (9790) .00

Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

17d. This check does not apply to the unaudited actuals process.

J-226 DOES NOT EXIST



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STEP 19: J-227, TAX OVERRIDE FUND

FUND SUMMARY

19a. Ending Fund Balance (Line F-2) 25,012.00

Ending Fund Balance, Fund Reconciliation  
(Line I) 25,012.00

Ending Fund Balance (Line F-2) agrees with  
Ending Fund Balance, Fund Reconciliation  
(Line I)

Okay

19b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 19b is NO, please explain:

19c. Designated for Economic Uncertainties (9710) .00

Designated for \_\_\_\_\_ (9720-9789) .00

Undesignated Amount (9790) 25,012.00

Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

19d. This check does not apply to the unaudited actuals process.

J-228 DOES NOT EXIST

J-231 DOES NOT EXIST

J-232 DOES NOT EXIST

STEP 23: J-236, SELF-INSURANCE FUND

FUND SUMMARY

23a. Ending Fund Balance (Line F-2) .00

Ending Fund Balance, Fund Reconciliation  
(Line I) .00

Ending Fund Balance (Line F-2) agrees with  
Ending Fund Balance, Fund Reconciliation  
(Line I)

Okay

23b. Are the amounts shown in Fund Reconciliation for  
Revolving Cash, Stores and Prepaid Expenditures  
reserved in the budget year?

Enter Yes or No

Yes

If response to 23b is NO, please explain:

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23c. Designated for Economic Uncertainties (9710)	.00
Designated for _____ (9720-9789)	.00
Undesignated Amount (9790)	.00

Undesignated Fund Balance (Line F-2c) is positive  
or -0- if there are designated amounts in Lines F-2b.

Okay

23d. This check does not apply to the unaudited actuals process.

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J-237 DOES NOT EXIST

=====

J-241 DOES NOT EXIST

=====

J-242 DOES NOT EXIST

=====

J-244 DOES NOT EXIST

=====

J-249 DOES NOT EXIST

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# JURUPA UNIFIED SCHOOL DISTRICT

NUEVA VISTA HIGH SCHOOL 6836 34th Street Riverside, CA 92509 (909) 360-2802

June 15, 1995

Norman C. Obrow  
President  
Joseph Drown Foundation  
1999 Avenue of the Stars, Suite 1930  
Los Angeles, CA 90067

Dear Mr. Obrow:

Subject: Grant proposal for a Model Learning Career Center

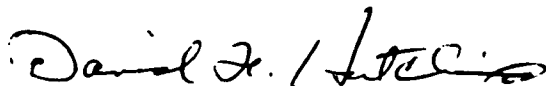
Nueva Vista High School, in Riverside California, is pleased to apply for funding from the Joseph Drown Foundation. Your interest in making contributions that support public schools seeking to solve existing problems matches the intent of our grant proposal. Our school district, Jurupa Unified, has a high percentage of students who drop out of high school. At Nueva Vista, we serve at-risk students in a low income area of Riverside, and although we are able to successfully graduate 77% of our students, the remainder drop out and do not graduate. While we are aware of this problem, and have a viable solution, our current school budget does not allow for the implementation of our project.

Our proposed project, the Model Learning Career Center, is designed to provide Graduation Equivalency Diploma (G.E.D.) preparation and a variety of vocational training and job preparedness activities. We want to be able to retain our potential drop out students and assist them in becoming successful and self-sustaining in the world of work.

The Jurupa Unified School District, along with the Job Training Partnership Act funds, has committed funding for teacher salaries for our project. We are requesting commitment from the Joseph Drown Foundation for the purchase of necessary computer hardware, software, and instructional material.

We appreciate the opportunity to propose a project with the potential to assist individuals in becoming successful, self-sustaining, contributing citizens. We believe that our project will provide a model for other schools. If you have questions, please contact Terence Prosser, our Alternative Funding Coordinator. His number is 909-360-2802.

Thank you



David F. Hutchins  
Principal



# **Grant Proposal**

## **Submitted to**

The Joseph Drown Foundation  
1999 Avenue of the Stars, Suite 1930  
Los Angeles, CA 90067

for Consideration During the July 15th, 1995 Review Cycle

Attention: Norman C. Obrow, President

## **Proposed Project**

### **Model Learning Career Center**

## **Submitted by:**

Nueva Vista High School  
Jurupa Unified School District  
6836 34th Street  
Riverside, CA 92509

## **Contact:**

Terence Prosser  
909-360-2802

# **Executive Summary**

## **Project Title**

Model Learning Career Center

## **Contact Person**

Terence L.G. Prosser, Alternative Funding Coordinator, Nueva Vista High School  
6836 34th Street, Riverside, CA 92509 (909) 360-2802

## **Proposal Submitted By**

The Jurupa Unified School District  
3924 Riverview Drive, Riverside, CA 92509

## **Problem Statement**

Jurupa Unified School District has a high percentage of students who drop out of the comprehensive high schools or other alternative programs because they cannot make up sufficient credits to graduate. At Nueva Vista, twenty-three percent of our students leave campus each year without a diploma and little, if any, job training. More often than not, these students find themselves trapped in a cycle of unemployment or low paying jobs without opportunities to grow and learn.

## **Mission Statement**

With the implementation of the Model Learning Career Center, Nueva Vista's drop out rate will be significantly reduced and students enrolled in the Career Center will have the opportunity to obtain their Graduation Equivalency Diploma (G.E.D.) and to gain valuable vocational skills. Moreover, the establishment of a successful Learning Career Center at Nueva Vista will provide a model to the other high schools in our district and hopefully to other school districts. We want our project to demonstrate that it is possible to assist students at risk for dropping out in becoming successful, self-sustaining citizens.

## **Project Description**

The target group for the project consists of seventy-five or more students at risk yearly for dropping out. These students will be programmed into the Career Center. For these students, the center will provide:

- ten computer stations for G.E.D. preparation/study and use with interactive video discs and CD ROM
- basic academic skills for employment
- basic keyboard and computer skills
- resume writing and interviewing techniques
- communication and interpersonal business skills
- employability skills with interactive on the job instruction
- presentations by speakers from the business world
- opportunities to visit off-campus work sites and participate in "job shadowing"
- opportunities for a variety of work experiences
- access to off-campus vocational training

## **Results**

With the implementation of the Career Center, attending students will be highly motivated to study for their G.E.D. and to gain valuable vocational skills and training. Our target is to prepare 75-100 at risk students per year to step successfully into the world of work. As a successful model, the Career Center will provide impetus to other schools to create similar facilities.

## **The Request of the Foundation**

Our request is for \$52,096 to purchase textbook resources and computer hardware and software.

## **Our Investment**

Our school district will pay for the reconfiguration of the existing classroom, supplementary texts and through the Vocational Education Job Training Partnership Act (J.T.P.A.), transportation to the Career Center and vocational training sites. The district will provide the Project Director and one full time instructor. Another half-time instructor will be funded through the J.T.P.A. or district Independent Study Program funds. The Riverside County Regional Occupational Program will provide job training support.

## Introduction

Nueva Vista High School is a continuation high school in Jurupa Unified School District, Riverside, California. The school was established in 1964, and a new facility was built in 1985. Current enrollment on our campus is approximately 300 students. Nueva Vista provides an alternative educational environment for students who have been unsuccessful in a regular high school setting due to dysfunctional home life, drug abuse, and general lack of motivation. Students are referred to Nueva Vista in order that they may make up lacking credits and fulfill graduation requirements.

In order to accommodate the needs of students who work or have dependent children, Nueva Vista provides two, three-hour sessions. Dependent upon their needs, students are offered all core subjects as well as a wide range of electives. Through the use of a student-centered curriculum, based upon individual need, students at Nueva Vista are able to obtain credit at a faster pace than in a regular high school. Nueva Vista takes pride in creating a positive learning environment where at-risk students have the opportunity to become socially and academically successful. The Western Association of Schools and Colleges (W.A.S.C.) in their accreditation review identified the following major strengths of the school:

1. Nueva Vista provides an innovative curriculum and offers varied instructional approaches to address student needs.
2. High student and staff morale is fostered by open communication and a positive, supportive school climate.
3. Teachers are directly involved in the school's decision making process. They develop their own curriculum and have the freedom to plan courses that adhere to state and district standards.
4. The school plant is attractive, functional, and a pleasant place in which to work and learn.

In order to meet the special needs of its students, Nueva Vista provides a variety of student support services. In conjunction with the Riverside County Regional Occupational Program (R.O.P.), Nueva Vista offers a school-to-career program. This program offers work experience/job training in a variety of areas, and Nueva Vista is the only continuation high school in Riverside County to have an R.O.P. on its campus. Academic counseling is provided to students weekly in a special advisory class with on campus crisis intervention counseling provided by a United Way supported organization.

Nueva Vista has been accredited by the Western Association of Schools and Colleges and was recently designated by the California State Department of Education as being a model continuation high school.

However, even with all of the options and supports that Nueva Vista provides, we are still able to identify a group of students who are too far behind to be able to realistically look at graduation as an option.

Our project, Model Learning Career Center, is designed to provide a viable, highly motivational choice for students at risk for dropping out. The Center will provide job skills, access to vocational training, assistance with resumes, interviewing techniques, and many other aspects to prepare students to enter the world of work. The Center will also provide G.E.D. preparation and study.

Our district, staff, and community are excited about our project. We expect that participating students will obtain the G.E.D. and gain the necessary vocational training and confidence to function in the world of work.



## Problem Statement

There is a strong need in our school district, at Nueva Vista and the two comprehensive high schools, for programs that address the needs of students that have fallen so far behind in credits that they are unable to graduate before their eighteenth birthday. Since many of these at-risk students do not formally drop out, but simply "disappear," official figures showing low drop out percentages at the high school level are sometimes misleading. The following Jurupa Unified School District enrollment and graduation data does, however, give an indication to the extent of this problem. These figures show enrollment and graduation numbers for the three high schools in our school district over a three year period. Please note that there is at least a 50% attrition rate between 9th grade and graduation.

Class of 1992			
Enrolled in 9th grade	1279	students	
Graduates	631	students	
Class of 1993			
Enrolled in 9th grade	1174	students	
Graduates	654	students	
Class of 1994			
Enrolled in 9th grade	1279	students	
Graduates	631	students	

While some of these students attend Nueva Vista, many others drop out or "disappear." At Nueva Vista, we successfully graduate 77% of our senior students; however, the remaining 23% drop out and do not graduate. Even with Nueva Vista's accelerated programs, these 75-100 students are not able to make up sufficient credit to graduate. When these students leave our campus, they leave without a diploma and little, if any job skills or training that would help them find employment. The only alternative for students in this situation, either from Nueva Vista or the two comprehensive high schools, is a G.E.D. preparation class offered through the district's Adult Education Program. This is an evening class which is limited to six hours of study per week with no transportation and can only be accessed by students who are eighteen years old.

While Nueva Vista administration and staff have identified the need for a model program to give potential drop outs a chance to survive in the work force, the allocated school budget does not allow for the implementation of such a program. Unless this problem is addressed, students at Nueva Vista and the two comprehensive high schools will continue to drop out, and more often than not, find themselves trapped in a cycle of unemployment or low paying jobs with little opportunity to continue to grow and learn.

## **Project Mission Statement**

With the implementation of the Model Learning Career Center, Nueva Vista's drop out rate will be significantly reduced and students enrolled in the Career Center will have the opportunity to obtain their Graduation Equivalency Diploma (G.E.D.) and to gain valuable vocational skills. Moreover, the establishment of a successful Learning Career Center at Nueva Vista will provide a model to the other high schools in our district and hopefully to other school districts. We want our project to demonstrate that it is possible to assist students at risk for dropping out in becoming successful, self-sustaining citizens.

## **Project Narrative**

In cooperation with Riverside County Regional Occupational Program, Jurupa Unified School District Independent Studies Program, Adult Education, and Job Training Partnership Act, Nueva Vista plans to establish a Model Learning Career Center. The center will be housed in a classroom on the Nueva Vista campus. The center will provide G.E.D. study and preparation, and valuable vocational training and skills. The target group for our Model Center will consist of sixty or more students who are at risk yearly for dropping out of school.

Initially, we plan to identify students by reviewing school and district records. Those students with insufficient credits to graduate will be given the opportunity to enroll in the center. The center will operate for two hours in the morning session and two hours in the afternoon session. There will be approximately 30 students enrolled in each session. The center will be staffed by one full-time instructor and a part time aide. Within each two-hour period students will be scheduled into a variety of activities designed to place an emphasis on job preparedness and the passing of the G.E.D. examination. Our methods and resources will include direct teacher instruction, individual tutoring, cooperative learning groups, peer coaching, and a computer learning system, WASATCH, which will provide G.E.D. preparation along with interactive communication skills and basic skills for employment. The students will be monitored by the teacher at their work sites and vocational training classes.

Another feature of our center is to introduce students to the world of work. We plan to do this by offering presentations from speakers in the business world and by providing bus transportation for students to visit off-campus work sites, and vocational training centers. We also plan to assist students in gaining a variety of off-campus work experience.

The center will operate on an open-entry, open-exit schedule. As students pass their G.E.D., they will exit the center and new students will be enrolled. We expect that the center will serve 75-100 students per school year who would not be able to graduate. These students will be retained in the center and prepared for successful employment experiences.

### **Model Learning Career Center Highlights**

- ten computer stations for G.E.D. preparation and use with interactive video discs and CD ROM
- basic academic skills for employment
- basic keyboard and computer skills
- resume writing and interviewing techniques
- communication and interpersonal business skills
- employability skills with interactive on-the-job instruction
- presentations by speakers from the business world
- opportunities to visit off campus work sites and participate in "job shadowing"
- opportunities for a variety of work experience
- access to off-campus vocational training with transportation provided

## Goals and Objectives

In seeking to promote a long-term direction for the improvement of the school district drop out rate and school-to-career learning, Nueva Vista High School wishes to create a model project to strengthen and sustain its efforts to help at-risk students.

- *Ninety percent graduation rate including the G.E.D.*
- *Every adult literate and able to compete in the work force*

These two goals from Goals 2000 National Education and California's School-to-Career State Plan are at the heart of our model project. Our mission is to get students at risk for dropping out trained and equipped with work-related skills so that they can find fulfilling and sustaining employment.

The following objectives promote this mission.

### I. Short Term Objective

- enroll students in the Model Learning Career Center program in order to reduce Nueva Vista's drop out rate and prepare non-graduating students for entry into meaningful employment.

### II. Long Term Objectives

- through attendance in the Career Center, students at risk for dropping out will complete the G.E.D.
- through attendance in the Career Center, students at risk for dropping out will have skills which will help them gain employment.
- through the establishment of the Career Center, Nueva Vista's drop out rate will be significantly reduced
- by providing a Model Learning Career Center, other district schools will establish centers, and the school district drop out rate will be reduced

# **Project Time Line**

## **Stage I: Month one**

Establish the Model Learning Career Center

- create a Project Advisory Committee composed of management, staff, business, community members and parents
- make staffing decisions for the Career Center
- purchase computer hardware, software and other resources
- install all hardware and software
- Project staff coordinates with R.O.P., J.T.P.A. and Adult Education regarding extended vocational training

## **Stage II: Month two**

Implement the Model Learning Career Center

- Project Advisory Committee establishes student enrollment criteria and procedures
- The Principal holds parent/student intake sessions for the Learning Career Center
- enroll students and establish student schedules
- enroll students into vocational training
- hold regular study sessions in the Career Center
- implement Nueva Vista's existing system for monitoring student progress and parental contact

## **Stage III: Month three and ongoing**

Monitor and Manage the Model Learning Career Center

- Project Advisory Committee will hold quarterly meetings to monitor and advise on the Career Center
- Project Advisory Committee will oversee the administration of regular evaluation of the Career Center
- Project Advisory Committee will oversee the dissemination of Project information

## **Management Plan**

The Project Director, (i.e., the school principal), will administer the proposed project. The Project Director will establish a Project Advisory Committee composed of the director, a staff coordinator, a member of the business community, and a parent volunteer. The Project Director will manage the staff, budget, and daily operation of the Career Center. The procedures, operations, finances and evaluations of the center will be managed and documented within established school procedures. Evaluations of the project by the Project Advisory Committee will use pre and post school/student records and statistics to determine its success. The Project Director will meet quarterly with the Project Advisory Committee in order to discuss the project and its operations.

## **Evaluation Plan**

Objective 1: Through attendance in the Career Center, students will meet graduation requirements by completion of the Graduation Equivalency Diploma (G.E.D.)

Objective 2: Through the establishment of the Career Center, Nueva Vista's drop out rate will be significantly reduced.

Pre-Evaluation: using school and school district records, we will determine a) the average number of Nueva Vista non graduating students over the last five year period, and b) the number of students passing the G.E.D.

Post-Evaluation: In order to determine the continuing success of the Project, after each school year of operation, we will determine a) by comparing the established five year drop out average with Nueva Vista's current drop out figure, whether or not our drop out rate has increased or decreased b) by examining the records of students enrolled in the program, the number of students who have passed their G.E.D.

Objective 3: Through attendance in the Learning Career Center, students will be prepared for work.

At the beginning of the program, students enrolled will be given a pre-test of basic employability skills. At the end of the program, students will be retested using the same test. The results of the tests will be compared to determine the achievement of Goal 3. We will also look at the number of enrolled students who have obtained employment during the program.

Objective 4: By providing a Model Learning Career Center, other district schools will establish centers, and the school district drop out rate will be reduced.

If our successful Model Learning Career Center provides an impetus for the district's other two high schools to establish centers, we will use district enrollment and graduation data to determine whether the district drop out rate has been reduced since the establishment of the Career Centers.

## **Dissemination Plan**

The Project Director, along with the Project Advisory Committee, will produce a promotional brochure about the Career Center. This brochure will describe the center, outline its educational benefits, purpose, and objectives, and give appropriate credit to the grantors and donors of the center. The promotional material will be disseminated to

- all schools in Jurupa Unified School District
- Riverside County Office of Education
- California State Department of Education
- United States Department of Education
- National Dropout Prevention Center
- Local Press Agencies
- California Teachers' Association Newsletter
- National Educators' Association Newsletter
- Local businesses
- Job Training Partnership Act offices

## **Continuation Plan**

If the project succeeds, as we predict it will, Jurupa Unified School District will fund the maintenance of all equipment necessary to continue this project.

## BUDGET

Description	Requested Amount	Our Share	Partner Share	Project Total
Project Director		5,000		5,000
Project Instructor		55,000		55,000
Project Aide			8,000	8,000
Construction/Renovation		500		500
Materials				
Software	25,982			25,982
Textbooks	1,713			1,713
Video Tapes	295			295
Instructional Videodiscs	1,465			1,465
Supplies				
Classroom Supplies		500		500
Equipment				
Computers x 10	16,850			16,850
Novell Netware	1,490			1,490
File Server	2,990			2,990
Contractual Services				
Netware Installation	1,225			1,225
Postage/Printing for Dissemination		100		100
Other				
Shipping	86			86
<b>TOTALS</b>	<b>52,096</b>	<b>61,100</b>	<b>8,000</b>	<b>121,196</b>

- Our share shows the contribution of Jurupa Unified School District
- Partner Share will be provided by either Job Training Partnership Act Funding or the school district Independent Study Program Funds



## **Budget Justification**

The key component of our Model Learning Career Center will be the computer network and supporting materials. When planning our Career Center, we focused on a computer-driven program which would be user friendly, motivational and deliver the curriculum for our project. We need a system that would provide G.E.D. preparation, word processing, communication arts, and basic skills for the real world. After visiting several school sites and examining different computer laboratories, we decided that WASATCH education systems would best suit our needs. WASATCH along with ElcoNet Systems are providing the software, hardware, and textbooks for our program. We also plan to purchase a school-to-work video program and resources, and an interactive videodisk program called Attributes for Successful Employability.

We believe that these key components will make our Learning Career Center a state of the art model for other schools and districts.

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# **JURUPA UNIFIED SCHOOL DISTRICT**

3924 Riverview Drive  
Riverside, CA 92509

## **BOARD OF TRUSTEES**

Sandra Ruane	President
Mary Burns	Clerk
John Chavez	Member
Holly Hanke	Member
Sam Knight	Member



May 16, 1995

**Nueva Vista High School  
Jurupa Unified School District  
Riverside, California**

**OPTION 1-Networked Windows Platform**

**Wasatch Comprehensive Windows Courseware Package with  
Seven Units of Projects for the Real World™ &  
Basic Skills for the Real World™**

May 16, 1995

**Nueva Vista High School  
Jurupa Unified School District  
Riverside, California**

**OPTION 1-Networked Windows Platform**

Wasatch Comprehensive Windows Courseware Package with  
Seven Units of Projects for the Real World™ & Basic Skills for the Real World™

		1 File Server 10 Workstations
<b>Wasatch Software and Related Items</b>		
Comprehensive Windows Courseware Program		\$25,982.00
Courseware Installation		Included
Courseware Training-5 Days		Included
Related Teacher's Guides		737.00
Related Student Workbooks		976.00
Shipping		86.00
		-----
<b>Wasatch Software and Related Items Total</b>		<b>\$27,781.00</b>

NOTE: A CD-ROM Player is required to load the software.

**Pricing**

The above pricing is based on a per workstation total. Pricing will vary if more or less stations are desired. Software prices are valid for a period of ninety days. This proposal does not reflect sales tax. Customer is responsible for remitting all applicable state, county, and local use taxes. Wasatch Education Systems charges a 15% restocking fee for any and all returned merchandise.

**Staff Development**

The best way to ensure the successful implementation and integration of technology into your learning environment is through a quality staff development program.

Wasatch Education Systems is providing two (2) days by a Wasatch Educational Consultant for initial training. The two initial training days must be scheduled consecutively to allow for hands-on and relevant application level activities.

Wasatch Education Systems is providing three (3) days for follow-up on-site visits by the Wasatch Educational Consultant to help your staff implement the program.

The consultant will model, answer questions, suggest alternative strategies, help evaluate instructional progress and generally assist the development and comfort level of the staff members.

### Customer Support Helpline

Wasatch operates a Customer Support Center in Salt Lake City, Utah, where a technical support team answers inquiries regarding software usage. This service facility is available through a toll free telephone number, Monday through Friday, from 7:00 a.m. to 6:00 p.m. (Mountain Standard Time).

### Hardware

Wasatch Education Systems' courseware will operate on hardware that conforms to the detailed hardware specifications included in Exhibit A. Wasatch Education Systems makes no guarantees that the courseware will operate on any variation from the hardware specifications.

### Hardware Installation

The proper hardware configuration and installation is critical to the overall success of the lab implementation. It is the responsibility of the school to have the computers, printers, and all necessary hardware properly installed, configured, network aware and loaded with Windows, Novell and MS-DOS before the Wasatch software can be successfully installed.

### Courseware Installation

The software installation is critical to the overall success of the lab implementation. Wasatch Education Systems will schedule a technician on-site to install the Wasatch software after all necessary hardware is properly installed and configured. Wasatch Education Systems will require a checklist (attached) be satisfactorily completed and faxed with the appropriate files to Salt Lake City confirming the hardware installation and proper configuration prior to the Wasatch technician being scheduled on-site. The proper hardware configuration will ensure that the software installation will be successfully completed when the Wasatch technician is on-site.

### Out Year Service Options

Wasatch Education Systems offers service options in the out years such as access to the toll-free customer support line, software updates, invitations to regional users group meetings, cluster training, curriculum correlation, and on-site training. The service fee will vary based on the services desired by the customer.

**OPTION 1-Networked Platform  
Comprehensive Windows Package**

**Wasatch Courseware**

**BASE PACKAGE**

Wasatch Windows Management System  
Wasatch E-Mail  
Basic Skills Test  
Writing, Reading and Thinking Lab  
(English and Spanish Version)  
Word Processor  
Idea Organizer  
Message-Audience-Purpose Planner  
Story Mapper  
Sequence Builder  
Writing Activities

**COMMUNICATION ARTS**

Type Rider  
Introduction to Word Processing  
Help Yourself Read, All Levels  
Reading Comprehension, All Levels  
Reading Bridge  
Interactive Bridge  
Writing Survey  
Language Development  
Wasatch Toolbox

**MATHEMATICS**

SRA Math, All Levels  
Wasatch Algebra  
Math for Life

**SCIENCE**

Life Science  
Earth Science  
Physical Science  
Biology

**AT-RISK**

Steps to Reading  
Life Skills  
Steps to Success  
Building Work Skills

**SPANISH**

Actividades Diarias

**GED PREPARATION**

GED Preparatory Course

**SEVEN UNITS PROJECTS FOR THE REAL WORLD™**

Level E: State Visitor's Center & News Desk  
Level F: Food Bank  
Level G: Volunteering  
Level H: Medical Mix-Up  
Level I: Earning Money & Trouble in Camelot

**BASIC SKILLS FOR THE REAL WORLD**

ABE/ESL

**OPTION 1-Networked Platform  
Comprehensive Windows Package**

**Teacher's Guides**  
(1 of each per file server)

**BASE PACKAGE**

Windows Management Manual  
Writing, Reading, Thinking Lab (ENG)  
Writing, Reading, Thinking Lab (SPN)  
Writing Activities in the WRT  
Activities Box  
WRT Writing Unit  
The Wasatch Journal Topics  
Wasatch Site Log  
Wasatch Courseware Functions Poster  
Test Management System

**COMMUNICATION ARTS**

Type Rider  
Word Works  
Help Yourself Read  
Reading Comprehension  
Literature Bridge  
Introduction To Word Processing  
Language Development

**MATHEMATICS**

Wasatch Mathematics (SRA)  
Wasatch Mathematics Poster  
Algebra Course Overview  
Algebra Lab  
Integers and Vectors  
Relations and Functions  
Linear Equations  
Polynomial Arithmetic  
Algebraic Fractions

**SCIENCE**

Science Course Overview  
Teacher's Guide to Reading, Strategies in Science  
Life Science:  
Observing Cells  
Observing Plants  
Observing Digestion  
Observing Ecosystems  
Observing Animals

**Earth Science:**

Observing Phases of the Moon  
Observing Weather  
Observing Maps and Landforms  
Observing Tides  
Observing Plate Tectonics  
Observing Pollution  
**Physical Science:**  
Observing Solids, Liquids and Gases  
Observing Sound  
**Biology:**  
Biology Course Overview  
Nature of Science  
Genetics  
Molecular Biology

**AT-RISK**

Steps to Reading  
Wasatch Results Program  
Steps to Success  
Building Work Skills

**GED PREPARATION**

Teacher's Guide to the GED  
Preparatory Course  
The New GED: How to Prepare  
Contemporary's New Real Writing for  
the GED Essay Test  
The Official Teacher's Guide to the  
Tests of General Educational Development

**PROJECTS FOR THE REAL WORLD™**

Reading/Mathematics Teachers Manual  
Levels E-I  
Skills Continuum

**BASIC SKILLS FOR THE REAL WORLD**

Teacher Manual



**OPTION 1-Networked Platform  
Comprehensive Windows Package**

**Student Workbooks**

**BASE PACKAGE**

(1 per workstation)

Student Guide to WRT Lab

Student Assignments for WRT Writing Units

Keyboard Template

Diskette

Mouse Pad

**COMMUNICATION ARTS**

Literature Books

(1 every 5 workstations)

Wagon Wheels

Honey, I Love

The Giving Tree

Stone Fox

Island of the Blue Dolphins

Sarah, Plain and Tall

In the Year of the Boar

Trapped in Slickrock Canyon

Philip Hall Likes Me, I reckon

Julie of the Wolves

Student Activity Books

(1 every 5 workstations)

Wagon Wheels

Honey, I Love

The Giving Tree

Stone Fox

Island of the Blue Dolphins

Sarah, Plain and Tall

In the Year of the Boar

Trapped in Slickrock Canyon

Philip Hall Likes Me, I reckon

Julie of the Wolves

**SCIENCE**

(1 every 5 workstations)

Student Guide to Reading Strategies  
in Science

**AT-RISK**

(1 every 5 workstations)

Life Skills Workbooks - English

Lessons 1-5

Math for Life Workbooks

Lessons 1-5

Basic Typing and Word Processing

**SPANISH**

(1 every 5 workstations)

Actividades Diarias

Lessons 1-5

**GED PREPARATION**

(1 set per file server)

The New GED Satellite Program

The New GED Writing Skill Test

The New GED Social Studies Test

The New GED Science Test

The New GED Literature and the Arts Test

The New GED Mathematics Test

The New Pre-GED Series:

The New Pre-GED Writing And Language Skills

The New Pre-GED Social Studies Skills

The New Pre-GED Science Skills

The New Pre-GED Critical Reading Skills

The New Pre-GED Mathematics I

The New Pre-GED Mathematics II

**SEVEN UNITS PROJECTS FOR THE REAL WORLD™**

(1 set per workstation)

Level E

Level F

Level G

Level H

Level I

# ELCONET SYSTEMS

**DATE:** 4/20/95

**TO:** Denise  
c/o Wasatch Education Systems

**FROM:** Marie Mahle, ElcoNet Systems

## REVISED QUOTATION

<u>Qty</u>	<u>Description</u>	<u>Price/Ea.</u>	<u>Extension</u>
1	<b>FILE SERVER</b> 486DX2/66, 16MB RAM Intel CPU Mid-Tower 1.44 Floppy Drive <b>Micropolis 3.0G SCSI Hard Drive</b> Adaptec 1542CK SCSI Controller DFI MIO600VL Hi-Speed I/O Cirrus Logic Display Card w/1MB VGA Monochrome Monitor BTC 101-key Enhanced Keyboard D-Link DE-220C Ethernet Card (2) MS-DOS 6.22 One Year On-Site Labor Warranty*	\$ 2,990	\$ 2,990

Denise/Wasatch  
Continued

10	<b>WORKSTATION</b>	\$ 1,685	\$ 16,850
	<b>486DX2/66, 8MB RAM</b>		
	Intel CPU		
	Desk Top or Mini Tower Case		
	1.44 Floppy Drive		
	270MB IDE Hard Drive		
	DFI MIO600VL Hi-Speed I/O		
	Cirrus Logic Display Card w/1MB		
	1024x768, .28dp, SVGA Monitor		
	Focus 2001 101-key Enhanced Keyboard		
	Microsoft Serial Mouse		
	D-Link DE-220C Ethernet Card		
	SoundBlaster Value Edition Sound Card		
	LabTec Stereo Headphones		
	MS-DOS 6.22		
	Microsoft Windows 3.11		
	One Year On-Site Labor Warranty*		
	<b>NOVELL</b>		
1	Netware 3.12 - 10 User	\$ 1,490	\$ 1,490
	<b>MISCELLANEOUS</b>		
1	NEC Triple Speed External CD-ROM Drive	445	445
1	SCSI Controller for CD-ROM	270	270
1	Conner 1GB Internal Tape Back-Up Drive	525	525
1	Smart UPS 600VA w/Power Monitoring Software	480	480
1	PC AnyWhere 5.0 Communication Software	125	125
1	SmartOne 14.4 External Fax/Modem	105	105
1	HP Laserjet 4L	650	650
1	HP Deskjet 540	295	295

Denise/Wasatch  
Continued

**LABOR**

1	NerWare O/S Installation/Configuration	400	400
1	Remote Printer Configuration	75	75
10	NetWork Cabling (Estimate Only)	50	500
10	Initial Site Installation (Estimate Only)	25	250

>  
Nueva Vista High School  
6836 34th Street  
Riverside, CA 92509

Person to Contact:  
Gilda Lewis  
Telephone Number:  
(213) 894-2336  
Refer Reply to:  
EO032895  
Date:  
March 31, 1995

EIN: --

Dear Taxpayer:

This letter is in response to your request for a copy of the determination letter for the above named organization.

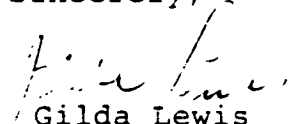
The Internal Revenue Code makes no provision for the issuance of exemption letters to instrumentalities of a state or municipal government since Section 115 of the Code excludes their income from the definition of gross income.

According to IRC Section 170, there shall be allowed as a deduction any charitable contribution (payment of which is made within the taxable year) to a governmental unit.

Section 170(C) defines the term "charitable contribution" as a contribution or gift to or for the use of "A state, possession of the United States, or any political subdivision of any of the foregoing, or the United States or the District of Columbia, but only if the contribution or gift is made for exclusively public purposes."

If you need further assistance, please contact our office at the above address.

Sincerely,

  
Gilda Lewis  
Disclosure Assistant

INDEPENDENT AUDITORS' REPORT ON FINANCIAL STATEMENTS

Board of Education  
Jurupa Unified School District  
Riverside, California

We have audited the combined and combining financial statements of the Jurupa Unified School District as of and for the year ended June 30, 1994, as listed in the table of contents. These financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In common with other school districts, the District has not maintained a complete historical cost record of its general fixed assets and, accordingly, a Statement of General Fixed Assets required by generally accepted accounting principles is not included in the financial report. The amount that should be recorded in the General Fixed Assets account group relates to historical data that is not currently available.

We are unable to audit the financial statements of Rubidoux Associated Student Body accounts due to the lack of internal controls over cash. The financial activity of these accounts are included in the balance sheet and the Statement of Revenues, Expenditures and Changes in Fund Balance as presented in Exhibits 'A' and 'B', and Statements Five and Six.

In our opinion, except for the omission of the Statement of General Fixed Assets, and the effects on the financial statements of the Rubidoux Associated Student Body the combined financial statements referred to above present fairly, in all material respects, the financial position of the Jurupa Unified School District at June 30, 1994, and the results of its operations and the cash flows of its proprietary fund for the year then ended, in conformity with generally accepted accounting principles. Also, in our opinion, the combining financial statements referred to above present fairly, in all material respects, the financial position of each individual fund of the Jurupa Unified School District at June 30, 1994, and the results of operations of such funds for the year then ended, in conformity with generally accepted accounting principles.

*Vanniel Trine Ray + Co.*

September 16, 1994  
Rancho Cucamonga, California

# JURUPA UNIFIED SCHOOL DISTRICT

## COMBINED BALANCE SHEET ALL FUND TYPES AND ACCOUNT GROUPS JUNE 30, 1994

		GOVERNMENTAL FUND TYPES			
		GENERAL	SPECIAL REVENUE	DEBT SERVICE	CAPITAL PROJECTS
ASSETS					
ASSETS					
Cash in County Treasury	\$	2,750,445	\$ 1,118,370	\$ 31,540	\$ 2,532,094
Cash in Banks		4,198,167	66,761		31,760
Receivables-Federal and State		750,656	457,332		
Receivables-Other		2,305,859	13,186		346,093
Due from Other Funds		82,906	164		4,832
Stores Inventory		205,623	20,185		
OTHER ASSETS					
Amount currently available for retirement of GLTD					
Amount to be provided for the retirement of General Long-Term Debt					
Total Assets	\$	<u>10,283,656</u>	\$ <u>1,675,998</u>	\$ <u>31,540</u>	\$ <u>2,914,779</u>
LIABILITIES AND FUND EQUITY					
LIABILITIES					
Accrued Payroll		381,323	56,513		
Accounts Payable		1,092,499	72,709		8,176
Due to Other Funds		4,996	23,783		59,123
Deferred Revenue		534,981			
Due to Student Groups					
Other Liabilities		4,137,135			
General Long-Term Debt					
Total Liabilities		<u>6,150,932</u>	<u>153,005</u>	<u>0</u>	<u>67,299</u>
FUND EQUITY					
Retained Earnings					
Fund Balances					
Reserved		676,180	20,185		
Unreserved					
Designated		3,456,544	1,502,808		2,947,480
Undesignated				31,540	
Total Fund Equity		<u>4,132,724</u>	<u>1,522,993</u>	<u>31,540</u>	<u>2,947,480</u>
Total Liabilities and Fund Equity	\$	<u>10,283,656</u>	\$ <u>1,675,998</u>	\$ <u>31,540</u>	\$ <u>2,914,779</u>

The accompanying notes are an integral part of these financial statements

PROPRIETARY FUND TYPE	FIDUCIARY FUND TYPE	ACCOUNT GROUP	TOTAL (MEMORANDUM ONLY)
INTERNAL SERVICE	TRUST AND AGENCY	GENERAL LONG-TERM DEBT	
\$ 95,950	\$ 290,933		\$ 6,528,299
			4,577,521
			1,207,988
6,400	3,720		2,675,258
			87,902
	22,139		247,947
		\$ 31,540	31,540
		2,138,714	2,138,714
\$ 102,250	\$ 316,692	\$ 2,170,254	\$ 17,495,169
			437,836
	3,821		1,177,205
			87,902
			534,981
	155,416		155,416
52,173			4,189,306
		2,170,254	2,170,254
52,173	159,237	2,170,254	8,752,900
50,077			50,077
			696,365
			7,806,832
	157,455		188,995
50,077	157,455	0	8,742,269
\$ 102,250	\$ 316,692	\$ 2,170,254	\$ 17,495,169



CDE USE ONLY

Date Stamp

# 1995-97 APPLICATION FOR GATE FUNDING

Please Complete County Name and Both Codes:

COUNTY: Riverside

County Code

District Code

3

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Return to: California Department of Education  
Gifted and Talented Education  
721 Capitol Mall, Room 638  
Sacramento, CA 95814

Inquiries to: Catherine J. Barkett  
(916) 657-5257



CHECK HERE IF YOU DID NOT  
HAVE GATE FUNDING IN 1994-95

District serves Grades:

☒ K-12 ☐ K-6 ☐ K-8 ☐ 7-12 ☐ 9-12 ☐ Other... (Specify) \_\_\_\_\_

Check the boxes below, as applicable:

- ☐ District application which includes one or more charter schools.
- ☒ The GATE program will be operated as part of a School-Based Coordinated Program at 20 (#) of sites.
- ☐ District is small and will serve 50 or fewer GATE pupils.
- ☐ District intends to be part of a GATE Consortium.
- ☐ None of the above.

District Name and Mailing Address

Jurupa Unified School District

3924 Riverview Drive

Riverside CA 92509

Name of GATE Program Manager or Designee

Tina Brennan

Telephone

(909) 222-7875

Address (If different from district mailing address)

CA

If this application is for a consortium, the consortium coordinator should give names, and district code numbers for all participating districts here:

District	District Code Number					

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed, to the best of my knowledge the information contained in this application is correct and complete, and assure that items one through eleven on page 4 are correct.

Signature of district superintendent

Date

Date local governing Board approved application:

# 1995-97 GATE APPLICATION

COUNTY: Riverside

District Name Jurupa Unified

County Code		District Code				
3	3	6	7	0	9	0

Level: CHECK (✓) ONE

☐ County ☒ District ☐ Consortium

Use the space below to relate budget amounts to the narrative. Estimate budget at 95% of 1994-95 budget. Now programs refer to cover letter for budget estimate.

## BUDGET PLAN FOR 1995-96

### OBJECTS OF EXPENDITURE (Enter Dollar Amount Only)

Line	Code	Classification	Amount
	1000	Certificated Personnel Salaries	-0-
1	1100	Teacher's Salaries	8 8,000
2	1200	School Administrator Salaries	-0-
3	1300	Supervisor's Salaries	11,927
4	1500	Guidance Workers and Attendance Salaries	8,783
5	1800	Administrators Salaries (certificated non-instructional)	-0-
6	1900	Other Certificated Salaries	-0-
	2000	Classified Personnel Salaries	14,983
7	2100	Instructional Aides	-0-
8	2200	Administrators Salaries	-0-
9	2300	Clerical and Other Office Salaries	-0-
10	2800	Other Classified Salaries (Specify)	-0-
11	3000	Employee Benefits	12,955
12	4000	Books and Supplies (including computer software)	27,972
13	5000	Services and Other Operating Expenditures	6,380
14	6000	Capital Outlay (including computer equipment)	10,000
15	7000	Other Outgo	-0-
16		Total Proposed Expenditures	101,000
17		EXPECTED GATE APPORTIONMENT	97,000
18		Conveyor (if any)	4,000

Teacher hourly/teacher substitutes (pg. 7 Staff Dev., pg 10 Articulation)

District GATE Program Manager Responsibilities (pg 6 04,7,8,10,11)

GATE Psychologist for certification assessment (pg 5, 02,3,6 04,7,11)

GATE Program Secretary/Account Clerk

pg.5 02,6 04,7,8,9,10)

Print Services, periodicals, consultants, conference/seminar fees (pg. 9-10) telephone fees for computer modem

Computer & audio video equipment (pg. 8-10)

If district includes GATE in any other-level SBGP plans or charter schools, please list the names of the schools and the amount of GATE funds allocated to each on the lines below. Check here if ALL schools in district receive GATE funds as SBGP participants. ☒

SCHOOL	GATE FUNDS

(Attach page if necessary)



# 1995-97 GATE APPLICATION

Please Complete County Name and Both Codes:

COUNTY: Riverside

County Code

District Code

3

3

6

7

0

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0

District Name Jurupa Unified

1) Ethnicity of Identified GATE pupils (as of April 1, 1995; to be completed only by districts who received GATE funds in 1994-95. Please do not create new boxes. Please include data from schools in 1994-95 who have become charter schools).

Ethnic Group	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic	Black	White	GATE Total
No. in GATE	0	19	0	4	56	16	342	437

2) Number of GATE Identified pupils in School-Based Coordinated Programs in 1994-95.

437

3) Please check all the following program options you plan to use for gifted and talented students in 1995-96.

PROGRAM OPTIONS (check all that apply)	K-3	4-6	7-8	9-12
Special Day Classes				
Part-time Grouping				
Pull-out Program	X	X		
Before School/After School/Saturday Classes	X	X		
Cluster Grouping	X	X		
Enrichment in Regular Classroom				
Acceleration				
Independent Study				
Mentorships				
Mixed-age Grouping				
Advanced Placement				X
Honors Classes			X	X
Postsecondary Education Opportunity				
International Baccalaureate				
Other (specify) _____				

4) Please describe any special feature of these options. (Optional)

# 1995-97 GATE APPLICATION

COUNTY: Riverside

County Code		District Code			
3	3	6	7	0	9

District Name Jurupa Unified

## ASSURANCES

By completing and submitting this application you have assured the California Department of Education that ALL of these are true:

- 1) The district makes provisions for ensuring participation of pupils in the upper range of intellectual ability (Title 5, Section 3831 (b)).
- 2) The quality of existing programs for gifted and talented pupils is maintained and/or improved (Ibid., (d)).
- 3) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the district prior to the pupil's participation in the program (Ibid., (f)).
- 4) This written plan is available for public inspection (Ibid., (j)).
- 5) The district has, where appropriate, a procedure for consideration of the identification and placement of a pupil who was identified as gifted or talented in the district from which the pupil transferred (Ibid., (j)(3)).
- 6) The district has a procedure to inform parents of a pupil's participation or nonparticipation in the gifted and talented program (Ibid., (j)(9)).
- 7) The indirect cost rate is 3 percent or less (Ibid., Section 3870).
- 8) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing participating pupils with an academic component, and, where appropriate, instruction in basic skills (EC Section 52206).
- 9) Money from this program is not used for field trips unless the Superintendent of Public Instruction or his or her designee waives this limitation (EC Section 52209 (b)).
- 10) The district provides programs for gifted and talented pupils for an amount of time each week that averages a minimum of 200 minutes per week for 30 weeks of the school year.
- 11) GATE funds are used solely in support of the purposes described in Education Code, Chapter 8, Sections 52200 et. seq.

# 1995-97 GATE APPLICATION

District Name Jurupa Unified

COUNTY: Riverside

County Code		District Code			
3	3	6	7	0	9

## ❖ Identification

1) Which of the following categories will the district use in identifying gifted and talented students? (check all that apply) (EC Section 52202; Title 5, Section 3822). (not rated)

- ☒ intellectual ability
- ☐ creative ability
- ☒ specific academic ability
- ☐ leadership ability
- ☒ high achievement
- ☐ performing and visual arts talent
- ☐ other (please specify) \_\_\_\_\_

2) For each category of giftedness checked above, give the district or charter schools' criteria to be used for identification (EC Section 52202). Students are identified for the Gifted and Talented Education program in three categories: Intellectual, High Achievement, and Specific Academic. At the elementary level, students are identified in the categories of Intellectual and High Achievement. At the middle school and high school levels, students are identified in the Intellectual, High Achievement and Specific Academic Categories (Eng, Soc Sci, Sci and Math). Students identified in the Intellectual Ability category must show evidence of general intellectual development that is significantly advanced in relation to their peers. Students in this category must qualify in minimum of 4 of the 8 categories of the district's GATE Identification Profile (Academic Achievement, School Performance, performance inhibitors, behavior characteristics, talent assessment, advocacy, parent rating of characteristic behavior and intellectual assessment - RAVENS). Students identified in the High Achievement category must qualify in a minimum of 4 of the 8 categories of the district's GATE Identification Profile as well as scoring at the 90th percentile or above in 2 out of the three subtests (Read, Lang, and Math) assessed by the Stanford Achievement Test, eighth edition. Students identified in the Specific Academic category must qualify in a minimum of 4 of the 8 categories of the district's GATE Identification Profile.

3) What data will you collect that indicate pupils' capacity for excellence far beyond their chronological peers? (Title 5, Section 3823). Which tests, forms, checklists, rating forms will you use? (If possible, please attach copies of locally developed materials.)

By utilizing multiple criteria, a child is assured of equal opportunity for GATE identification. Intelligence and academic test scores, surveys of parents and teachers for gifted characteristics, performance inhibitors (physical disability, health impairment, English language deprivation, cultural/ethnic difference, economic deprivation, learning disability, and underachievement), school performance (grades, anecdotal records), and professional advocacy are all considered in indicating/assessing pupils' capacity for excellence far beyond their chronological peers on the following district forms: Identification Assessment Profile; Teacher Indicator of Potential Survey; Parent Survey; GATE Psychologist's Evaluation and Summary.

# 1995-97 GATE APPLICATION

District Name Jurupa Unified

## COUNTY:

County Code		District Code			
3	3	6	7	0	9

### ❖ Identification

- 1) Which of the following categories will the district use in identifying gifted and talented students? (check all that apply) (EC Section 52202; Title 5, Section 3822). (not rated)

- ☒ intellectual ability
- ☐ creative ability
- ☒ specific academic ability
- ☐ leadership ability
- ☒ high achievement
- ☐ performing and visual arts talent
- ☐ other (please specify) \_\_\_\_\_

- 2) For each category of giftedness checked above, give the district or charter schools' criteria to be used for identification (EC Section 52202).

Students are identified for the Gifted and Talented Education program in three categories: Intellectual, High Achievement, and Specific Academic. At the elementary level, students are identified in the categories of Intellectual and High Achievement. At the middle school and high school levels, students are identified in the Intellectual, High Achievement and Specific Academic Categories (Eng, Soc Sci, Sci and Math). Students identified in the Intellectual Ability category must show evidence of general intellectual development that is significantly advanced in relation to their peers. Students in this category must qualify in minimum of 4 of the 8 categories of the district's GATE Identification Profile (Academic Achievement, School Performance, performance inhibitors, behavior characteristics, talent assessment, advocacy, parent rating of characteristic behavior and intellectual assessment - RAVENS).

Students identified in the High Achievement category must qualify in a minimum of 4 of the 8 categories of the district's GATE Identification Profile as well as scoring at the 90th percentile or above in 2 out of the three subtests (Read, Lang, and Math) assessed by the Stanford Achievement Test, eighth edition.

Students identified in the Specific Academic category must qualify in a minimum of 4 of the 8 categories of the district's GATE Identification Profile as well as scoring at the 90th percentile or above in Read, Lang, Math, Sci or Soc Sci on the Stanford Achievement Test, eighth edition or equivalent standardized test.

- 3) What data will you collect that indicate pupils' capacity for excellence far beyond their chronological peers? (Title 5, Section 3823). Which tests, forms, checklists, rating forms will you use? (If possible, please attach copies of locally developed materials.)

By utilizing multiple criteria, a child is assured of equal opportunity for GATE identification. Intelligence and academic test scores, surveys of parents and teachers for gifted characteristics, performance inhibitors (physical disability, health impairment, English language deprivation, cultural/ethnic difference, economic deprivation, learning disability, and underachievement), school performance (grades, anecdotal records), and professional advocacy are all considered in indicating/assessing pupils' capacity for excellence far beyond their chronological peers on the following district forms: Identification Assessment Profile; Teacher Indicator of Potential Survey; Parent Survey; GATE Psychologist's Evaluation and Summary.

# 1995-97 GATE APPLICATION

District Name Jurupa Unified

COUNTY:						
County Code		District Code				
3	3	6	7	0	9	0

- 4) Describe the proposed identification process and procedures for the district, and its rationale, including your efforts to seek out, identify, and ensure full participation of pupils from disadvantaged and varying linguistic, economic, and cultural backgrounds (Title 5, Sections 3820 (f) and 3831 (c)). Describe when students will be identified.

A student may be nominated for the GATE program by classroom teacher, principal, parent, or other professional familiar with the child during any time of the school year and at any grade level (K-12). Upon referral by school personnel or parent, the GATE Committee (composed of the school principal, a GATE teacher, GATE psychologist, district GATE program manager and Director of Curriculum) reviews each nominated student's candidacy utilizing the following instruments that comprise the district's GATE Identification Assessment Profile: 1. Teacher Indicator of Potential Survey; 2. School and Academic Performance Assessment; 3. Parent Survey and Advocacy; 4. Psychologist Evaluation and Summary; 5. Identification Assessment; 6. Findings of the Identification and Placement Committee; 7. Participation Invitation letter to parents. The Director of Curriculum will review the recommendations of the committee and certify eligibility. The GATE program manager will maintain a file of certified students.

The economically disadvantaged are specifically addressed on the Teacher Indicator of Potential Survey Nominating Form and the School and Identification Assessment Profile. Students identified as economically disadvantaged or linguistically or culturally different may receive additional identification points of the district nominating form to compensate for any performance inhibitor experienced by a student (Environmental deprivation, language proficiency, cultural deprivation, health impairment, economic deprivation and underachievement. The identification process for students from underrepresented populations whose achievement and aptitude scores fall below the established cut-off levels will include an interview with a staff member capable of assessing specific characteristics which could indicate probable promise of success in the GATE program. To provide instructional support high achieving LEP and FES students will continue to have the opportunity to participate in the bilingual program. Identified Limited English proficient students will continue to receive ESL services. Underachieving gifted students will be eligible for Compensatory Education services if they meet district criteria and attend a school that receives Compensatory Education funds.

# 1995-97 GATE APPLICATION

COUNTY: Riverside

County Code		District Code				
3	3	6	7	0	9	0

District Name Jurupa Unified

## ❖ Staff Development

Describe your staff development plan for personnel involved in identification of pupils, administration and provision of programs for GATE students and how you determine their needs for staff development: (EC 52204; for SBCPs you may attach relevant portions of school site plans, EC 52853)

GATE funds will be utilized to provide conference, course registration and/or teacher substitutes to enable staff to attend workshops/seminars. Teachers are encouraged to participate in the following for continuing professional growth in gifted and talented education: the University of California's (UCR) GATE certificate program, the California State University San Bernardino's (CSU-SB) continuing education extension classes/seminars on teaching the gifted child, the California Association for the Gifted Conference as well as appropriate staff development workshops within the district as well as at the county level.

The district GATE program manager will provide assistance and ongoing inservicing of site administrators, teachers, and parents to facilitate the identification of GATE students and assistance to each school to aid in the development of GATE curriculum, lesson plans, and selection of instructional materials.

An assessment of staff development needs will be accomplished through: discussion/survey at the year-end evaluation meeting of each School Site Council; discussion at GATE inservice meetings; analysis of the annual GATE program survey completed by parents, teachers, District GATE Committee and administrators; analysis of standardized test and performance assessment results.

## ❖ Parent Participation

What are your procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the program (Title 5, Section 3831 (j) (B))? If you have school site or district parent advisory committees, or subcommittees of school site councils, who participates on them, and how often do they meet?

The Board of Education has adopted policies and regulations governing the establishment and operation of parent advisory councils that meet at least four times a year. Existing advisory councils have as their function responsibilities for planning, monitoring and assessment of programs. Schools with GATE programs include parents of GATE students in the membership of existing advisory committees. The District Advisory Committee for School-Based Coordinated Programs includes GATE parents as members. In addition the District GATE Committee is convened to discuss and develop recommendations for GATE program and budget expenditures.

The Director of Curriculum and Categorical Projects, district GATE program manager, principals and GATE teachers share the responsibility of communicating to parents GATE program goals, as well as implementation, assessment, and strategies for parents to use in assisting their children to develop their talent and skills outside of school.

Parents are invited to serve as volunteers and/or mentors to students in their area of expertise. All parents of identified GATE students will have the opportunity to evaluate the district GATE program as well as to comment on any aspect of the GATE program within the district's annual GATE Program Parent Survey. Additional opportunities for parent input and evaluation of the GATE program at the school site include School Improvement needs assessments, conference/written/telephone communication with Principal and/or GATE teacher, student progress reports and/or school



# 1995-97 GATE APPLICATION

District Name Jurupa Unified

## COUNTY:

County Code		District Code			
3	3	6	7	0	9 0

### ❖ Program Description

#### 1) State purposes of the program and specific objectives for 1995-96.

The purpose of the Jurupa Unified School District's program for gifted and talented students is to provide 30 weeks (200 minutes weekly) of differentiated opportunities for identified students with high academic potential or achievement from all cultural and linguistic backgrounds in kindergarten through grade twelve. The goal of the program is to provide learning opportunities designed for the optimal growth of each student. GATE instruction will help students meet the following objectives: increased academic growth; more extensive development of academic skills; advanced development of work and study habits; increased productivity in alternative learning environments; increased motivation through development of self-generating problem-solving abilities; fuller social development while developing sensitivity and responsibility to others; better personal and social adjustment while developing constructive ethical standards, and realistic healthy self concepts.

The regular classroom focuses on direct instruction with the whole class or in small groups working towards mastery of the district adopted curriculum with convergent thinking as the base process. The GATE programs at all levels focus on divergent thinking with emphasis on building observation, critical and creative thinking, discussion and research skills. Additional opportunities are provided for career exploration, computer literacy, social development, personal acceptance and development, motivation and study skills. Educational technology such as computers, video equipment and calculators is utilized in instruction. Special attention will be focused upon the needs of underachievers, the economically disadvantaged and students with varying cultural/linguistic backgrounds. Curriculum materials appropriate for the needs of these students will continue to be developed and/or purchased.

Elementary students will be involved in advanced study and enrichment activities in reading and/or language arts, mathematics and/or science, social studies and multicultural education. Middle school students will focus on advanced study and enrichment activities in English, social studies, mathematics and/or science. The high schools will provide identified students opportunities for study in honors and/or advanced placement classes in the areas of English, social science, mathematics, science and art history.

#### 2) How do you or will you, assess students' needs?

Identified students receive a thorough individual assessment of learning needs during the GATE program identification process through the use of standardized measures, teacher observation/ratings, and parent ratings of talent and characteristic behavior. Performance inhibitors (environment, language, cultural, learning disabilities, economic, and underachievement) are also noted that may effect the student's school performance. These findings are continually revisited by teachers as GATE activities are planned and undertaken by students. Assessment of students' needs is ongoing during instructional activities by teacher observation and measurement of the development of more complex understanding through authentic assessment. A collaborative relationship with ongoing oral and written communication (GATE Student Progress Reports) is maintained among teachers, administrators, support staff, and parents to guarantee that each identified student receives appropriate differentiated instruction.

# 1995-97 GATE APPLICATION

COUNTY:					
County Code		District Code			
3	3	6	7	0	9

District Name Jurupa Unified

- 3) List and describe specific program options and activities in each area of the curriculum for 1994-95 (EC 52204 and 52206). How long will the services be provided?

(If some or all of your schools are school based coordinated programs, you may attach the portions of the school plans that describe how the needs of GATE students are met in lieu of completing this portion of the application. Please be sure that the names of the schools and grade levels are specified for each school plan. Alternately, the district office may describe what is offered.)

Elementary (K-5 or K-6) (specify at what grade services begin)  
 Identified elementary GATE students may receive GATE instruction within a GATE Cluster classroom or in a pull-out program which may occur during or after the school day or in a combination of these formats. In each instance students are provided advanced study and enrichment activities in reading, language arts, mathematics, science, social science, and/or computer education according to the individual needs of the students and the resources of the school and staff. These activities will be demanding tasks that are related to the core curriculum and are designed to require the GATE student to approach areas of study in non-traditional ways. In schools where a school improvement resource teacher has been assigned to serve GATE students in a pull-out program, core program instruction and GATE instruction will be coordinated to provide a program that provides challenging and appropriate activities related to units of core study. GATE instruction may include special individual project studies, enrichment activities in the classroom and directed higher level questioning throughout daily lessons to extend problem solving and critical thinking skills. Activities to extend core program language arts instruction and research skills will include the use of the JUSD GATE mentor teacher project, "Just Think," Irvine USD GATE Literature Study Units for JUSD core literature titles, and the Junior Great Books Program. Core program mathematics instruction will be extended and enriched through the use of the Marcy Cook, "Think Lab", AIMS program and/or activities designed to increase students' problem solving skills. Students will learn computer programs (Hyperstudio) that will increase word processing, data processing, problem solving skills through applied situational mathematics. Students will expand their understanding and application of scientific concepts studied in the core program through successful completion of in-depth research projects. Students will increase their knowledge and understanding of significant historical events, democratic principles, and civic values studied in the core program by participating in research projects, discussions, debates, and critical analyses. Extracurricular activities include the opportunities for students to participate in academic competitions held at the school, district, county, state, and or national levels, such as: Spelling Bee (4-8); Science Fair (K-12); Academic Olympics (6); History Day (6-12); Mathematics Field Day (5-8).

Middle (6,7,8 or 7,8, or 7,8,9)

Identified middle school students are given the opportunity to participate in GATE designated English/language arts; History/social science; Science; and Mathematics classrooms. Through publisher and teacher created individual and group instructional activities, presentation, and/or research projects students will have increased opportunities for vertical and horizontal expansion of the academic skills in the core program, critical thinking skills, work/study habits and computer literacy/word processing.

Extracurricular activities include the opportunities for students to participate in academic competitions held at the school, district, county, state, and/or national levels, such as: Spelling Bee (4-8); Science Fair (K-12); History Day (6-12); Mathematics Field Day (5-8); Language Arts Field Day (7-8); Middle School Art Show (7-8).

# 1995-97 GATE APPLICATION

COUNTY:

County Code

District Code

3

3

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District Name Jurupa Unified

Secondary (9-12 or 10-12)

The GATE program at the high school level has two aspects: curricular and extracurricular. Advanced Placement classes (AP History of Art; AP Biology; AP English Language; AP U.S. History; AP European History; AP Calculus) are taught at the college level requiring students to perform at the highest levels of Bloom's Taxonomy in writing, reading, and discussion. College credit is awarded to the student after a successful performance on the Advanced Placement Test administered in the spring of each school year. Honors classes (Honors Composition I and II; Honors Biology; Honors Chemistry; Honors American Government; Honors History/Geography/Cultures) are high school classes but are designed to allow students to study a discipline in more depth and at a more challenging level than would be possible in a non honors class of the same course title.

Extracurricular activities in which GATE students may participate include: GATE Club (9-12) designed for enrichment activities such as college visitation, speakers, and study trips; College Bowl (9-12); Mock Trial (9-12); Academic Decathlon (11, 12); District Science Fair (K-12); History Day (6-12).

#### 4) What articulation exists with other programs, and across grade spans?

The regular classroom program focuses on direct instruction with the whole class or small groups working on the mastery of the core program in English/Language Arts, Mathematics, Science, History/Social Science, Fine Arts, and Physical Education. The focus of core instruction is on the convergent thinking process. The GATE program will build on the core program by developing students' observation, critical thinking, discussion, performance, and research skills as well as the provision of opportunities for expansion of special interests. School site articulation with other site programs and grade levels will be accomplished through formal and informal collaboration with staff during the planning, implementing, and monitoring of units of study and instructional strategies. Members (staff and parents) of each school's School Site Council will play an important role in articulating the core and categorical program goals, objectives, budget, curriculum, and evaluation. The district's Instructional Council (K-12), Advisory Committee (K-12), and content area committees (K-12) will provide districtwide articulation of core and categorical programs across grade spans.

# 1995-97 GATE APPLICATION

COUNTY:

County Code

District Code

3

3

6

7

0

9

0

District Name Jurupa Unified

## ❖ Evaluation

What is your plan for evaluating various components of the program, and what are your procedures for modifying the district gifted and talented on the basis of the annual review?

(Title 5, Section 5831 (j) (5, 6)) Does the evaluation plan include a review of pupil progress and of the administration of the program? (For SBCPs, please attach portions of school site plans, EC Section 52853)

An annual evaluation of the GATE program will be completed through a survey process with parents, teachers, and principals. The School-Based Coordinated Program Evaluation Survey will assess the extent to which the GATE program is being implemented districtwide. Results of the GATE parent, teacher, and principal surveys will be collected and summarized in a report prepared by the district's Categorical Projects Manager and disseminated to the parents and staff at each school site. The responses to these surveys will be used as input to guide program planning and revision. In addition each school site will conduct school level program evaluation and needs assessment as a foundation for annual school level plan development/revision.

Student progress in relation to the development of students' ability to analyze, synthesize, and evaluate will be assessed through an analysis by staff of the results of student assessment which may include the following measures of student learning: California Learning Assessment System (or equivalent) (4, 5, 8, 10); Sixth Grade Proficiency Test (Performance Assessment Format); Standardized Tests (K-12); Golden State Examinations (9-12), Diagnostic Mathematics Testing (8), Advanced Placements Examination (11-12); Publisher or teacher developed performance tasks and projects that require students to solve a problem, prepare an essay, complete in depth research, and/or complete a product which requires the application and integration of higher level skills and knowledge. Student work at some schools will be organized into GATE program portfolios which have as an important component student reflection and analysis of progress and achievement.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**DISTRICT  
CONSOLIDATED  
APPLICATION  
EXECUTIVE SUMMARIES  
AND  
LOCAL ANNUAL REVIEWS  
1995-96**



JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**CAMINO REAL ELEMENTARY SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96

Camino Real staff, parents and students are proud of student achievement and the success of the School-Based Coordinated Program. Based on analysis of student work, achievement and/or criterion referenced test, staff and parent input, major activities implemented in the past will continue with only minor modifications.

**Language Arts**

Continue tutorial. Offer before- and or after-school tutoring 2-3 days a week to students in grades 3-6. Implement an intervention tutorial for students in grades 1-3. Purchase materials appropriate for remediation.

Continue computer lab and/or classroom computer use for all students K-6. Emphasize keyboarding and work processing instruction. Hire a consultant and student aide to plan lessons and organize materials. Purchase software/discs as needed.

Purchase supplemental language arts material based on identified grade level needs. (GATE, RSP, LEP)

Provide grocery store material for cooking and other enrichment/extension activities.

Provide staff reference and resource materials through the school media center. (GATE, RSP, LEP)

Continue staff development opportunities. (GATE, RSP, LEP)

**Mathematics**

Continue before and/or after school tutorial. Utilize replacement units to supplement district curriculum.

Purchase supplemental materials and calculators as needed.

Continue staff development opportunities.

**Science/Health**

Purchase "hands on" material for each classroom. (RSP, LEP, GATE)

Provide reference library/resources for staff. (GATE, RSP, LEP)

Continue staff development opportunities.

**History/Social Science**

Emphasize integration of curriculum with language arts and fine arts. (GATE, RSP, LEP)

Purchase supplemental material (simulations, videos, etc.) as appropriate. (GATE, RSP, LEP)

Continue staff development opportunities.

### **Visual and Performing Arts**

Continue opportunities for student performances.

Continue utilizing available supplemental fine arts materials

### **Physical Education**

Continue staff development opportunities.

Continue organization and distribution of materials for easy access.

Purchase additional classroom and school equipment.

### **Support Comments**

Continue after-school programs to help students "bond" with the school (eg. sports, music, photography, science, computers, art...) Purchase materials necessary.

Continue Buddy Program (pairing of upper and primary classes/students).

Continue monthly activities with Convalescent Hospital.

Continue incentive/recognition programs. Purchase materials as needed.

Continue parent involvement opportunities. Establish a parent room. Purchase parent education material.

Conduct parent volunteer workshops.

Continue staff development opportunities to meet school program needs and individual staff needs.

Continue efforts to facilitate articulation/collaboration of staff.

Coordination of materials to provide easy access/use. Fund a three-hour aide to assist with material use/access.

Continue efforts to maintain an inviting safe and orderly campus.

Because the Camino Real School-based Coordinated plan does not propose to utilize funding to hire a resource teacher, extra responsibilities must be shared by many staff members. While we are excited about the many programs and resources we are able to purchase and provide with this decision, we realize that the implementation of this plan is only possible because of the extended effort and ongoing commitment of the total staff.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

CAMINO REAL ELEMENTARY SCHOOL  
LOCAL ANNUAL REVIEW - 1995-96

The following statistics reflect the achievement of all Camino Real students. Information has been derived from CLAS testing administered in the spring, 1994 and SAT/proficiency testing also administered spring, 1994.

Mathematics

- 58% of Camino Real 4th grade students performed at or above level 4 on the mathematics portion of CLAS tests compared to 28% districtwide.
- 68% of Camino Real 6th grade students performed at or above the 50th percentile on the mathematics application portion of the SAT compared to 54% districtwide.

Reading

- 35% of Camino Real 4th grade students performed at or above level 4 on the reading portion of CLAS tests compared to 24% districtwide.
- 59% of Camino Real 6th grade students performed at or above the 50th percentile on the reading comprehension portion of the SAT compared to 38% districtwide.

Writing

- 45% of Camino Real 4th grade students performed at or above level 4 on the writing portion of the CLAS tests compared to 30% districtwide.
- 91% of Camino Real 6th grade students passed the district writing proficiency compared to 85% districtwide.

Ethnic Background Data

Camino Real does not have a large enough population of all ethnic groups to reliably disaggregate data. Results for Hispanic/Latino students and White-non Hispanic students follow below:

Mathematics

- 48% of Camino Real 4th grade Hispanic students performed at or above level 4 on the mathematics portion of CLAS tests compared to 17% districtwide.
- 67% of Camino Real 4th grade White students performed at or above level 4 on the mathematics portion of CLAS tests compared to 36% districtwide.

Reading

- 24% of Camino Real 4th grade Hispanic students performed at or above level 4 on the reading portion of CLAS tests compared to 18% districtwide.



- 38% of Camino Real 4th grade White students performed at or above level 4 on the reading portion of CLAS tests compared to 27% districtwide.

Summary/Conclusions/Plans - Based on an analysis of data and staff input, only minor modifications have been made in our School-based Coordinated proposal. The Executive Summary includes those recommendations.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

GLEN AVON ELEMENTARY SCHOOL  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96

Since our last Program Quality Review, Glen Avon staff has devoted time and resources to the development of a cohesive, integrated language arts/history/social science curriculum. All staff members have been actively involved in the development of portfolios and other schoolwide assessments for the purpose of evaluation of student progress and curriculum. Student needs are based upon analysis of student work as reflected in these portfolios.

In the area of technology, each classroom has been equipped with a television, VCR, and Macintosh computer with CD. There are also four laser disc players available to all teachers. The entire school is networked, allowing teachers and students to communicate among themselves and with outside sources through online services. The staff plans to expand their capabilities through continued inservice and purchase of software.

Last year through staff development and grade level meetings, teachers familiarized themselves with the mathematics framework and district-adopted replacement units. As we plan for the next three years, the staff will take an in-depth look at our current mathematics program, developing multi-day, integrated investigations or units where students demonstrate all of the dimensions of mathematical power; thinking, use of ideas, use of tools and techniques, and their ability to communicate.

Our improvement objectives will concentrate on bringing the mathematics curriculum into alignment with the state framework and providing staff development, utilizing the strengths and knowledge of our staff. Staff members will have access to a wide range of materials and technology with the goal of improving mathematics instruction.

To ensure success, it will be necessary to provide funds for release time, substitutes, conferences, consultants, materials and equipment. One staff development day and several staff meetings will be devoted to the focus area of mathematics and appropriate assessment tools. Two staff development days will be involved with parent/student conferences and portfolio assessment and a third for disaster preparedness.

The Glen Avon Title I program will serve identified students in grades K-3 with a reading intervention program. Students will receive intensive daily lessons in reading from an instructional aide specially trained in reading recovery techniques. Parents who serve as volunteers in classrooms will have the opportunity to be trained as well. Reading materials along with appropriate lessons will be available to send home for Title I parents and their children.

Progress will be monitored through the use of portfolios as well as standardized testing. Test results and portfolios will be shared with parents and students during two scheduled conference days. There will also be a Title I parent meeting where program effectiveness will be reviewed. Title I parents will also serve as members of the School Site Council.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

GLEN AVON ELEMENTARY SCHOOL  
LOCAL ANNUAL REVIEW - 1995-96

During the 1994-95 school year, 204 students qualified for the Chapter I program, receiving services in language arts, two students participated in the GATE program, 105 students were classified as limited-English proficient, and 70 students received Special Education services in the form of RSP, SDC, and/or LSH.

In the spring of 1994 the Stanford Achievement Test was administered to 177 Chapter I students. Of those 177 first through sixth grade students, 30 (17%) received scores above the 34th percentile and exited the program. Of the 51 Chapter I students involved in a 3-year sustained effects report, 67% made positive gains from year one to year three. For those remaining students who showed no growth or negative gains, an Individual Student Progress report was completed, indicating further steps for intervention. An instructional aide was added to serve any grade level with negative growth.

Results of the 1994 California Learning Assessment System (CLAS) indicate that 64% of the students tested at fourth grade received a score of 3 or better on a 6 point rubric in reading, 59% in math, and 66% in writing.

Additionally, a district administered proficiency test was given to all sixth grade students. Testing results indicate that 100% of those tested passed the Integrated Writing Assessment and 79% passed the Integrated Math Assessment.

Portfolios play an important role in the assessment of student performance. Parents have been encouraged to participate in assessing students portfolios through conferencing, a special staff development day for parents and students, and portfolio parties.

Glen Avon has a very active PTA and a large group of responsible parent volunteers, including those representing the School Site Council. Parents are encouraged to participate in classrooms and attend conferences and workshops, such as P.R.I.C.E. and gang and drug information. Each month parents are kept informed of activities at school through the Glen Avon Gazette and classroom newsletters. This year, teachers will again be holding two parent conferences, one in the fall and another in the spring, which has proven to be extremely beneficial for teachers, parents and students.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**GRANITE HILL ELEMENTARY SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96

**A. Description of School Performance**

The 1995-96 School-based Coordinated Plan encompasses the curricular areas of language arts, mathematics, and science. Approximately half of the students at Granite Hill School qualify for the Title I program. About 74% of the sixth grade students passed the Integrated Mathematics Assessment in 1994, which is an improvement from 65% in May of 1993. Sixty-seven percent passed the Integrated Writing Assessment in 1994, declining from 89% in May of 1993. Title I students are tested on the Stanford Achievement Test. Title I students must score 36% or above on the Reading Comprehension section of the Stanford to exit the program. Nineteen percent of our Title I students exited the program in 1994-95.

**B. Critical Objectives**

The staff has identified language arts, especially as it relates to assessment of individual students, as our focus area for the 1995-96 school year. Four staff development days have been planned on effective language arts teaching strategies and authentic assessment during the 1995-96 school year. The needs of our primary Title I students will continue to be addressed through the implementation of our reading intervention program, ASTRO Reading, for students in grades 1-2.

**C. Critical Strategies**

To develop a positive learning environment, we have established the Leadership Team, the Schoolwide Effectiveness Committee, the Language Arts / Social Studies / Fine Arts Committee, the Mathematics / Science / P.E. Committee, the School Site Council, the PTA, the Student Council, and a variety of annual academic events. In addition, we have complementary counseling and after-school activity programs. We have planned four staff development days in our language arts focus area. Topics will include: shared reading/literature circles, guided reading, writer's workshop and a review of our portfolios. We will support the instructional strategies presented by purchasing quality literature for classroom use. We will continue ASTRO Reading, our reading intervention program, for first and second grade Title I students. In addition, staff members will continue to have opportunities to attend conferences in order to promote professional growth.

**D. Appropriateness of Strategies**

Our strategies are student-centered and structured to involve staff, students and parents to provide a variety of learning experiences. We believe these strategies are most appropriate for two reasons: 1) at-risk students have opportunities for one-to-one or small group assistance after having had an opportunity for instruction in the regular classroom setting, and 2) teachers and other staff who are working with these students continue to refine their instructional skills.

**E. Factors**

In order to successfully implement this plan, teachers will need additional information on successful language arts instructional strategies. Students need access to a variety of high-quality literature and regular opportunities to respond to this literature. Another key factor will be providing students with a supportive learning environment with access to developmentally appropriate instruction throughout all areas of the curriculum.

**F. Coordinated Services**

The School Site Council will continue to function as an advisory committee to evaluate all school programs. Our Student Study Team meets regularly to discuss specific students, their strengths, weaknesses, and possible interventions. The coordinated efforts of classroom teachers and our Resource Specialist will continue to meet the special needs of our RSP students. Limited-English Proficient (LEP) students will be assessed to determine their appropriate language designation. Regular classroom teachers, bilingual classroom teachers and bilingual tutors work together to plan appropriate instruction to address the special needs of our LEP students. gifted and talented students are served through the coordinated efforts of classroom teachers and a GATE instructor. Our language, speech and hearing specialist works together with classroom teachers to meet the needs of our speech and language students. Where appropriate, Special Day Class (SDC) students are mainstreamed into regular classrooms.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

GRANITE HILL ELEMENTARY SCHOOL  
LOCAL ANNUAL REVIEW - 1995-96

A review of formal and informal assessments of student achievement and curricular practices at Granite Hill provide direction for the improvement of our instructional program. Our improvement objectives will center on language arts.

Granite Hill Elementary serves 621 students. The ethnic distribution is 50% Hispanic, 41% Anglo, and 7.5% Black. Asians, Pacific Islanders, Filipino and American Indian students together represent 2.4% of the student body. Nearly 25% of our students are limited-English proficient.

Student achievement at Granite Hill is assessed in a variety of ways, including teacher-made tests, criterion-referenced tests, standardized tests, and performance assessment.

The CLAS test was administered to fourth grade students in the areas of reading, writing and mathematics. While Granite Hill students scored within the same range as those students in the comparison group of 100 schools with similar student populations, we would like to see all of our students scoring fours and fives. Currently, over half of our students are scoring a three on the CLAS assessment.

All sixth grade students at Granite Hill were administered portions of the Stanford Achievement Test (SAT) and an Integrated Mathematics and Writing Proficiency test in May, 1994. Minimum proficiency levels were determined by the Jurupa Unified School District in keeping with state mandates. The sixth-grade proficiency testing serves as an early warning for students who need remediation to be successful on the high school proficiency test.

**Limited English Speaking Students**

The SABE, (Spanish Assessment of Bilingual Education), is given to students currently participating in Spanish language arts in grades 1-6.

We are concerned that most of our limited-English students are scoring in the first quartile. We will continue to use intervention strategies with this group of students in the 1995-96 school year as we provide ASTRO Reading instruction in Spanish. We will also be using funds to purchase Rigby/Wright literature in Spanish for classroom instruction.

### **Title I Students**

The 1995-96 school year is Granite Hill's third year as a Title I school. In 1994-95, we had 291 students in our Title I program. All Title I students are given the reading comprehension and mathematics computation sections of the Stanford Achievement Test. Students must score thirty-six percent or above on the reading comprehension portion of the Stanford in order to exit the Title I program.

The district has established intended outcomes in order to evaluate the effectiveness of a Title I program. This exit data indicates that with an exit rate of nineteen percent (19%), we have exceeded the district intended outcome of fifteen percent (15%). The district has also established the intended outcome that Title I students in grades 1 and 2 will experience success in the reading and math curriculum commensurate with their peers. Another intended outcome is that fewer than ten percent (10%) of Title I students in these grades will be retained. We have not retained any students in the 1993-94 or the 1994-95 school year.

Our first and second grade Title I students are served through our ASTRO Reading program. This is an early intervention reading program which provides one-on-one instruction to develop reading, writing and decoding skills. These sessions are conducted in English and Spanish. In the 1995-96 school year, we will assess the success of this program by administering the Brigance to students participating in ASTRO Reading as a pre- and post-test. Our goal is to help these students achieve at the same level as their peers.

### **Gifted and Talented Education**

GATE students had a high NCE average of 84.6 in Reading and 92.9 in mathematics. We have identified a small number of GATE students and there is little growth information available.

### **RSP Students**

Because of the small number of students included in the RSP program, it is difficult to make valid conclusions on student achievement. Most students achieve the majority of their written goals through the coordinated efforts of parents, the classroom teacher and the RSP teacher. Only eight sixth grade students were tested on reading comprehension and the mathematics computations portions of the Stanford. These students had a NCE average of 16.1 in reading and 23.3 in mathematics.



### **Parent Involvement**

Parents at Granite Hill are encouraged to become an active part of their child's education. Parents are well-informed of school activities through our monthly State of the Classroom memos and the ASTRO Newsletter. Parents also receive a Parenting Newsletter on a monthly basis. This newsletter contains parenting suggestions and information. In addition, parents are kept informed of student progress through report cards, parent conferences and interim progress reports and telephone contacts.

While many parents participate in schoolwide PTA activities, our goal is to expand the number of parents who assist in classrooms. All parents have the opportunity to give feedback on the school program through annual surveys sent home. These are mailed schoolwide in both English and Spanish. School Site Council members spend time observing the quality of the instructional program through scheduled classroom visitations. We have planned four Title I parent workshops in various curricular areas for the 1995-96 school year. These workshops will also include information about our Title I program.

### **Staff Development**

Our staff has identified language arts, especially as it relates to assessment of individual students, as our focus area for the 1995-96 school year. We have planned four staff development days which are on the topics of shared reading/literature circles, guided reading, reviewing and assessing portfolios and Writer's workshop.

The staff at Granite Hill firmly believes that all children can learn. Careful assessment of student needs together with parent and teacher feedback provide a focus for the plan that follows.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**INA ARBUCKLE ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96**

The 1995-96 School-Based Coordinated Plan for Ina Arbuckle Elementary School encompasses the curricular areas of language arts, mathematics, and science, and includes goals in all schoolwide areas. Updates and improvements have been included in the new plan to accommodate the lack of sustained effects from first to second grade, and to increase the number of students who will score above the 35th percentile and therefore exit from the program.

Specific goals include increasing students' thinking and problem solving abilities through extensive reading, writing, performance analysis, and hands-on activity in all three content areas addressed. Specific strategies will include technology in the form of computers, multi-lingual software including CD Roms, and laser disc players with a variety of interactive laser discs; writing based on open ended questions and self-scored according to a rubric; hands-on problem solving using manipulatives and a constructivist approach; and staff development in the above areas as well as in strategies to meet the needs of at risk students.

The student program will include whole-class, small group, and extended day activities focusing on students' needs and effective teaching strategies including high expectations and challenging content. At the primary grades, one reading resource teacher will be added for critical instruction in language arts. Teachers will stay with their students for two years in a first/second grade rotation to increase student achievement. The two year intensive instruction with the same teacher should allow for less transition time between grade levels, and more thorough knowledge of students/parents and their respective strengths and weaknesses by their teachers. At third through sixth, students will receive intensive instruction in technology which will be incorporated into their regular classroom. In addition, total class instruction in language arts will be conducted one hour per week by the classroom teacher in the computer lab. Computers, laser disc players, CD Rom players, VCRs and appropriate software will be provided within the regular classroom. A full-time resource teacher will provide whole class, small group, and individual instruction to students and to staff on the effective integration of this technology. After-school reading labs will be provided to upper grade students two days per week. Staff will receive inservice through staff development days, release days, paid hourly during summer- and after-school, and staff meetings; attendance at appropriate conferences will also be encouraged.

Purchase of materials to support the program as planned will involve reading materials, computer and laser hardware and software, manipulatives for math and science, and other materials such as art and writing materials to support the

approaches which are effective for at-risk students. Personnel will include a full-time resource teacher, a full-time reading resource teacher for critical instruction in language arts in the primary grades, a part-time instructional aide to assist classrooms with the implementation of technology, part-time reading tutors for first and second grade read-around groups, after-school staff for the extended day program, and a clerk to provide the clerical components involved in purchasing and distributing materials and other tasks necessary for documentation of a schoolwide program.

Schoolwide goals include increased parent and community involvement, counseling through a part-time psychologist, increased student social responsibility through conflict resolution, academic and attendance incentives, instructional strategies which reflect need for acceleration and high expectations, and the continuation of social services on campus.

Support of the schoolwide goals include a half-time psychologist who conducts individual and group counseling sessions; programs such as Student of the Month, and the Attendance Trophy; staff development in a variety of forms; and work by various groups such as the School Site Council, Bilingual Advisory Council, Principal's Cabinet, and PTA to establish effective parent/community involvement programs.

Although the student population at Ina Arbuckle is considered "at-risk" based on factors such as the ethnic breakdown, high poverty level, high transiency rate, and percentage of limited-English proficient students, we believe that over the next three years we can make a difference in the achievement of our students in all programs using the strategies delineated in our school plan.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**INA ARBUCKLE ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1995-96

During the 1994-95 school year, the program at Ina Arbuckle School continued some strategies and incorporated some new strategies for student improvement. Students at the first grade level have not sustained growth into second grade. As a strategy to deal with this trend, students were not pulled out in first grade but instead received in-class instruction and practice in reading through read-around groups, which incorporate intense reading strategies. This way students received all of their reading and language instruction from their classroom teacher and still received additional focused reading instruction. Although there were some problems with this program because of its dependency on volunteers and the unreliability of volunteers, all staff and parents involved agree that the idea was valid and should show results. The program was continued in 94-95, with some modifications including more consistent lesson planning and paid read-around group leaders to help with consistency. This appeared to be productive, and with the advantage of the knowledge gained during year one, the program ran much more smoothly. The test scores for 94-95 were not available in time for this analysis, but all staff and parents agree that this program should be continued and expanded to include second grade.

In 1995-96, we will continue read-around groups allowing for small group instruction for all students in the classroom; for better whole group instruction, identified students will receive equal access to the challenging content offered to all students; and a plan for first grade students to remain with their teacher for two years, allowing many of the advantages documented in research on multi-year programs. Technology will be integrated into the classrooms, so that students will benefit from the same access as in the past without missing classroom instructional time. A focus will include using technology in whole class, small group, and individual instruction.

Identified third through sixth grade students were invited to attend after-school reading and writing lab for one hour after school two days per week. This program was continued and expanded from the 93-94 school year and showed a significant increase in participation. The after-school lab program will be continued in 95-96 with some additional expansion and modification to include more consistency in expectations and monitoring. Sustained effects at these grade levels could be attributed to the additional time spent in reading and writing through this extended day program. Students at these grade levels received some instruction in technology through the use of a mini lab where students spent an hour a week (average) working on writing projects via computer. Results from 94-95 testing are anticipated to reflect increased writing scores at the upper grades based upon this experience. During 95-96, students will receive additional program assistance through the integration of these computers into their classrooms and the services of a resource

teacher and instructional aide to assist use of technology within the classrooms by individual, small group, and whole class instruction.

During the 94-95 school year, efforts were expanded in the areas of parent involvement and parent education. Several parents and staff members attended the Staff Development Day presenting Math Their Way and Math A Way of Thinking. The school leadership teams expanded and involved the Bilingual Advisory Council and School Site Council in our Program Quality Review process and in development of a Strategic Plan to meet the district identified mission and goals. These involved a significant number of parents in the decision making process. These parents also worked to expand the involvement in PTA and overall volunteerism on campus.

Several workshops were offered for parents including P.R.I.C.E. Parenting in both English and Spanish, Increasing Your Child's Self-Esteem, Family Math, Helping Your Child with his English Homework, Talking to Your Children About Sex, and an E.S.L. class for adults was held on our campus through adult education so that our parents could attend and benefit.

Staff received training during staff meetings on how to utilize parent volunteers, how to hold effective parent conferences, and what constitutes parent support, which helped in our parent relations. Community was the focus for several schoolwide activities, and community rapport was encouraged through our Ice Cream Social and Open House, Halloween Carnival, Winter Holiday Evening Program, Cinco de Mayo Festival, and Pancake Breakfast and rummage sale, Young Author's Faire, and Talent Show in the spring.

Data from the 93-94 school year indicate that 53% of the students matched (sustained effects study) showed growth statistically, while 11.5% of the students exited the program. For the 95-96 school year, greater growth in reading and writing is needed, and the previously mentioned changes and expansions are targeted at increasing students' reading scores and increasing the number of students exited from the Title I program. Being a schoolwide program, we will continue to expand in areas of technology and inservice our staff to be the best teachers so that all students can benefit.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**INDIAN HILLS ELEMENTARY SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96

In our previous plan, Indian Hills focused extensively on the curricular areas of language arts, physical education, learning environment. In this three-year cycle, the staff voted to focus on math, physical education and health, language arts (particularly the written language component), and the instructional support criteria of learning environment.

Indian Hills Elementary had a Program Quality Review in 1994-95. As part of this review, under the new format, the staff formulated essential questions related to the curricular area of mathematics. Using our essential questions as guidance, student work samples were evaluated by staff and a student work summary was completed. The essential questions that guided us were:

1. What evidence is there that students are working on multiday lessons that have multiple instructional objectives, and that students learn and use skills and concepts within these larger mathematical units?
2. What evidence is there that students are given opportunities to be engaged in meaningful interaction with one another and choose from a variety of accessible manipulative materials and technology in order to solve problems?
3. What evidence is there that students reflect on what they have done and critically examine their own solutions and interpretations?

CTBS testing districtwide was stopped in 1991. Instead of these schoolwide results, we have focused on evaluation through teacher and principal observation, criterion referenced testing, portfolios, and other forms of authentic assessment. Although students are performing successfully based on our evaluation measures, the staff will continue to strive for improved scores and ways to evaluate student success.

Indian Hills' students made a significant shift in the percentage of students scoring 4, 5, or 6 in writing and math on the CLAS test. In 1994, writing scores show 49% scored 4, 5, or 6 as compared to only 34% in 1993. In math, 37% scored 4, 5, or 6 in 1994 compared to only 9% in 1993. The reading scores of 4, 5, and 6 showed a slight decrease from 39% to 36%. However, reading scores remain above the district (24%) and state (23%) averages.

The 6th grade proficiency scores from 1992, 1993, and 1994 show an increase. The 1992 Integrated Assessment writing scores show 83% of these students passing; by 1994, 85% earned passing scores. On the mathematics section, 68% achieved passing scores in 1992, and 95% passed in 1994. The SAT scores from 1992 indicate 90%

passed in reading; in 1994 88% passed. The math scores show 85% passing in 1992; 87% passed in 1994. While progress has been shown in most areas, our efforts will be to increase the reading and writing scores while maintaining the progress shown in math.

The areas of focus have been determined by analysis of student work samples, staff discussion, and the results of the 1994-95 Program Quality Review. The curricular components of math, language arts, physical education and health, and the instructional support criteria of learning environment are the targeted areas for improvement for the three-year period of 1995-1998.

In the area of mathematics, our primary objectives are to implement multiday lessons with multiple instructional objectives, engage students in meaningful interaction, encourage use of manipulatives and techniques for problem solving, structure time for student reflection and critical examination of solutions.

In the area of language arts, our primary objectives are to improve written language, to increase quantity and quality of writing as evaluated by teacher observation, criterion-referenced testing, and other performance assessment measures.

In the area of physical education and health, we are continuing to provide students with a program that promotes physical fitness, skill development and a lifetime enjoyment of physical activity. As part of the personal safety and health area, disaster preparedness will be continued and improved.

In the area of learning environment, Indian Hills is oriented towards encouraging personal and academic success in a caring and nurturing environment. Our goal is to maintain the high standards currently in place. Students will also begin preparation for the ever-changing demands of a technological society by using computers and related equipment. In addition, all students will be taught appreciation and acceptance of their own and others' cultural heritage.

To meet our objectives in language arts, math, physical education and health, and learning environment, teachers will continue to meet and work together during curricular, staff, and grade level meetings. During these meetings, we will plan, implement, monitor, evaluate, and update program objectives.

The staff development days will focus on language arts with continuing support for math. The staff will develop schoolwide goals in written language, and design and begin the implementation of writers' workshop activities. Math replacement units have been provided by the district, and staff will receive training on implementation of these units. Consumable items and manipulatives will be provided as required by staff.

Two teachers are currently attending a three-day training on disaster preparedness. They will inservice the staff and participate in updating and implementing the Disaster Preparedness Plan for Indian Hills Elementary School.

Committees have been formed for grant writing and technology to investigate grants and other possibilities to improve available technology for our students. Our goals are to use technology to provide students an effective tool when solving problems and creating projects, to improve writing skills of all students, and to give students the opportunity to further their computer literacy .

Students who have special educational needs or are considered "at risk for school failure" are served in various ways. Teachers may refer any student about whom they have concerns to the Student Study Team for consideration and suggestions for classroom interventions. If assessed and identified, students may receive services from the Special Day Class, the Resource Specialist Program, or the Language, Speech and Hearing program.

Students requiring bilingual support participate in the bilingual tutoring program. At each grade level, one teacher is designated as the GATE teacher to provide additional challenges to identified students. A counselor from the Youth Service Center is available one day each week to counsel students referred by their teacher or parents. A variety of after-school programs including sports, poetry reading, tutoring, and cooking are provided for students as part of our Drug, Alcohol, and Tobacco Education (DATE) program. Students in the first and second grades who require additional support in reading may participate in the Developmental Reading Program and may also work with a tutor from our Cross-Age Reading Tutor (CART) program.

Staff development will continue to be a high priority for improving teaching skills. Teachers will be encouraged to participate as leaders: helping to decide on strategies, areas for improvement, and ways to adjust our plan to better meet our goals for student success.

The strategies of staff development and planning, implementing and evaluating in a variety of settings allow teachers and other staff to participate in shared decision making to analyze student, staff and program needs and to implement and evaluate the school programs on an ongoing basis.

The key factors necessary to implement the plan are to analyze student and program needs and to work cooperatively to plan, implement, and monitor a program to meet those identified needs.



JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

INDIAN HILLS ELEMENTARY SCHOOL  
LOCAL ANNUAL REVIEW - 1995-96

During the 1994-95 school year, the staff at Indian Hills continued many successful programs and incorporated some new strategies for student improvement.

Indian Hills Elementary School serves approximately 780 students. The population profile is: Caucasian-56%; Hispanic-28%; African American-10%; Asian-5%; Filipino-1%. As of March 24th, average daily attendance is 99.7%.

Several programs exist to address the needs of students. A Developmental Reading Program (DRP) and a Cross Age Reading Tutoring Program (CART), coordinated by the Resource Teacher, serve first and second grade students who require additional support in reading. Students with identified special needs may receive services from the Special Day Class, the Resource Specialist Program, or the Language, Speech and Hearing program. There are currently 22 students in the Resource Specialist Program. Three students exited the program in 1994-95. Eight students are served in the Special Day Class; two were exited during 1994-95. Language, Speech and Hearing services are provided to 43 students; eight were exited during 1994-95.

One teacher at each grade level is designated as the GATE teacher to provide additional challenges to identified GATE students. The Gifted and Talented Program currently serves 18 students, and several are scheduled to be assessed before the end of the year.

Limited-English Proficient (LEP) students number 67 or 9% of the population. Fluent-English Proficient (FEP) students number 25 or 3%. Indian Hills has a pull-out tutorial program and does not currently have a regular classroom bilingual program for Spanish speaking students.

A variety of after school programs including sports, drama and dance, poetry reading, tutoring, and cooking are provided for students as part of the Drug, Alcohol, and Tobacco Education (DATE) program. A counselor from the Youth Service Center is available one day each week to counsel students referred by their teacher or parents.

Many activities support students' academic efforts and involve community and parents as well. During Young Authors' Fair, books written by individual students and groups of students are published and shared schoolwide. Talent or Variety Shows are held each spring for students to share talents with schoolmates and families. Participation in the Science Fair, Math-a-thon, Math Field Day, and Spelling Bee is encouraged at all grade levels.

The sixth grade proficiency scores from 1992, 1993, 1994 show an increase. In 1992, 83% of the students earned passing scores on the writing section of the Integrated

Assessment; by 1994, 85% earned passing scores. In the mathematics section, 68% achieved passing scores in 1992, and 95% passed in 1994. The CLAS results also showed students were improving. In 1993, 34% scored 4, 5, or 6 in writing; by 1994, 49% earned these scores. In math, 9% scored 4, 5, or 6 in 1993; by 1994, 37% scored in the same range. The reading scores in 1993 indicated 39% scored 4, 5, or 6; in 1994, 36% earned these scores. While showing a slight decrease, reading scores remain above the district (24%) and state (23%) averages.

Parent involvement is a key factor in the success of students. There are seven parents on the School Site Council; 430 parents belong to the PTA. Seventeen parents serve on the PTA Executive Board, and over 300 parents have attended PTA meetings during 1994-95. The PTA raises money for field trips, additional supplies and equipment for teachers, and incentives and rewards for students. More than 25 parents serve as tutors for the Developmental Reading Program, and others volunteer in many of the classrooms as well. The number of volunteer hours for 1994-95 was in excess of 6000 hours. We will continue to encourage parents' participation in their child's education through PTA activities, working as tutors, serving as classroom volunteers, and helping with other school programs.

Community involvement was continued through activities such as Open House, Talent Show, Young Authors' Day, Skills Day, Halloween Happening, Spring Carnival, and a variety of student performances in the evenings.

Staff development this year has provided additional training for all teachers in Writers' Workshop, Authentic Assessment including Portfolios and Rubrics, Math Framework, and a Mega Idea Mini Instruction Conference presenting a wide variety of topics for teachers. Individual teachers have received training in geography, utilizing the math replacement units, disaster preparedness, and techniques for the gifted and talented students. Staff development is being planned for the language arts area with ongoing emphasis on critical thinking skills in math.

For the current three-year cycle, the focus is on language arts, math, physical education and health, and the instructional support criteria of learning environment. As part of the Program Quality Review in 1994-95, the staff formulated essential questions related to the curricular area of mathematics. Student work samples were evaluated by staff and a student work summary was completed.

Continued growth in written language and the critical thinking skills in math will receive strong emphasis during the next three years. Improved technology will serve as an additional tool for students to use for problem solving and for writing. Math replacement units will be used to supplement current math strategies, and continued inservice on the use of these units is scheduled. Staff has requested additional training in Writers' Workshop or similar programs, and training in the use of new technology will be provided as needed.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**MISSION BELL ELEMENTARY SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96

The goal of Mission Bell Elementary School is to encourage the academic and social development of each student. Our vision is for students to leave Mission Bell with the necessary skills to be successful and become positive members of their community. High academics are emphasized through a curriculum centered--around mastery as well as application of concepts. Every day the Mission Bell Staff strives to ensure each student's personal success.

1. During the four years since our last Program Quality Review, we have made substantial progress in the areas of technology, articulation, curriculum, and instructional practices. School Improvement money was used to network all the classroom computers to the computer lab. Several laser disc players were purchased as well as some laser disc programs. Previous areas of focus were language arts and science. Mission Bell continues to have high academic expectations for all its students.
2. This year the focus of our PQR was mathematics. It will continue to be our focus for the next three years. As a result of our self-study, we have identified a number of curriculum and instructional practices which need to be improved, modified or changed.
3. We believe that every student needs to learn basic computational skills and understand basic numerical concepts. We understand that students need to become more proficient in their ability to solve mathematical problems and to explain their solutions, both orally and in writing. Staff development is a key component in successfully improving student skills. Our plan uses staff development days for inservices on multiple intelligence's, authentic assessment, grade level articulation and peer inservice on instructional strategies in Math. Some of the activities and resources which will be used to achieve our goals include:
  1. The use of weekly problem solvers
  2. Marcy Cook Teaching Manipulatives
  3. AIMS
  4. Math Their Way and Math...A Way of Thinking
  5. Marilyn Burns' Strategies
  6. Dyna Math
  7. District adopted math series

Personnel includes use of full-time computer and library aides to help purchase and distribute materials, to work with students and teachers in the technology

area of instruction, and to carry out other tasks which are necessary for documentation and implementation of a schoolwide program. We have a multiyear plan to ensure that math instruction is improved at Mission Bell.

4. We believe that teachers will be more able to reach every student if they have a broad background and understanding of multiple intelligence's, authentic assessment, and thinking-centered curriculum. It is also important that our school has a coordinated math program. Another key element to the success of our program is a universal acceptance of the philosophy of math which includes a strong foundation of basic skills as well as a program of instruction in which students learn to explain their solutions. We will chart our progress by using math portfolios, math journals, math samples, teacher tests, computer math programs, Sixth Grade Integrated Assessment and the Sixth Grade Stanford Test. We also hope that the district will have an authentic assessment in place for at least the fourth grade.
5. Recent results of the fourth grade CLAS test and the Sixth Grade Integrated Assessment lead us to believe that we need to devote a substantial amount of effort to the improvement in the teaching of mathematics. Key to obtaining results will be the teachers' understanding of the State Mathematics Framework, an adherence to the need to teach computations skills while expanding our students' horizons by requiring students to be able to explain their thinking.
6. Our school plan reflects our efforts to constantly improve instruction for all segments of our school population. The curriculum is monitored and coordinated by the grade level team leaders and the principal.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

MISSION BELL ELEMENTARY SCHOOL  
LOCAL ANNUAL REVIEW - 1995-96

A review of formal and informal assessments of student achievement and curricular practices at Mission Bell provided direction to staff in their efforts to improve the program. A previous review of curriculum, students' achievement, a growing diverse community and teachers' needs indicated that the staff needed to set some priorities to address these issues.

Along with these concerns was the awareness of the change in focus in the State Mathematics Framework. The new emphasis on students being able to explain mathematical solutions orally and in written form made the staff realize that changes needed to be made in teaching strategies and in content. Implementation of the new framework requires the maintenance of solid basic skill acquisition; therefore, the staff chose to focus on math for the next three years, and it became the focus of this year's Program Quality Review.

Another indicator which supports the staff's desire to focus on math is the historic results of the Sixth Grade Math Proficiency Tests. Although the scores for the past three years are higher than the district's average, Mission Bell students perform at a lower proficiency level than in reading and writing.

Mission Bell had four staff development inservice days this year. All of them had math as a major focus. Areas of instruction included an in-depth study of the Mathematics Framework, hands-on math instruction conducted by peers, review and critique of PQR math samples, math portfolio presentation by one of the PQR consultants and a math manipulative make it-take it session.

An in-depth study of math was conducted as part of PQR this year and a three-year plan for progress in the teaching of math was written. Components of the plan include teaching students to explain how they solve a problem. Strategies that they need to learn are: how to give written and oral explanations, how to make and use charts, graphs, pictures and tables. how to use manipulatives, and technology .

Individual student progress will be reported to parents by the use of the district report cards, portfolios, rubrics, parent conferences, homework projects and reports.

The new strategies which have been implemented this year have been effective with all of our students. Teachers have found that they are noticeably successful with the RSP, SDC. and LEP students. These students became much more involved in math than was previously noted.

**PACIFIC AVENUE ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96**

Pacific Avenue begins the 1995-96 school year with the exciting new opportunity to provide the optimum learning program for all students with a consolidated approach which includes schoolwide Title I funding. Our planning year includes careful assessment of our needs and retention of those programs which are showing good results as well as the ability to expand promising practices and add programs and materials which will improve student success. As we plan, we will continue to focus on our mission statement, Every student will experience success in life by achieving positive self-esteem, academic and physical excellence, and good citizenship.

During the 1995-96 school year, we will enable students to experience academic success by establishing a much needed update of our computer lab and increasing the number of computers in classrooms. Through this medium, we will provide computer-assisted instruction as well as computer literacy. A technology committee will select software and continue the development and implementation of a technology plan. A significant amount of time will be spent in staff development to ensure that our planning and implementation will be aligned with state frameworks and promising practices. Our local annual review provides directions for improvement in mathematics and language arts. As we expand the technology medium for instruction, we will continue to emphasize our three-year science focus with consideration of other academic areas. We will also continue small-group instruction for all identified students and our highly-successful tutoring program, which targets some grade levels and provides one-on-one help for identified students. A summer school program will serve primary grades.

Pacific Avenue will continue to strengthen self-esteem by recognizing students, encouraging them to recognize their own accomplishments, and helping them to feel good about their progress. Our efforts will include awards for Student of the Month, Principal's Recognition for Specific Accomplishments, Honor Roll, Academic Excellence Award, "Beat the Principal" Math competition, Math Facts awards, "Brain Skills" days, Spelling Bee, Science Fair, Awards for good attendance, Good Guy raffles, Treasure Reading, Artist of the Month, and birthday cards and ribbons for every student.

Pacific Avenue continues to use a system of team teaching of physical skills to maintain a quality program in Physical Education which will lead to a lifetime commitment to physical excellence. We are also utilizing our after-school DATE program to teach health-related topics, particularly avoidance of harmful substances.

Good citizenship is encouraged and maintained through carefully prescribed rules and consequences at both the classroom and schoolwide level. All staff members work together to teach moral values, rights and responsibilities of citizenship as adopted by the California State Board of Education. Our Student Council teaches participation in government, and a group of student leaders is currently learning conflict resolution techniques to provide alternatives to physical confrontation.

A system of leadership which includes a leadership team, academic component committees, ad hoc committees, School Site Council, PTA and other parent groups, and students insures full school community participation and input.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**PACIFIC AVENUE ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1995-96

A review of student achievement, curricular and instructional practices, and parent involvement, provide direction for the improvement of programs at Pacific Avenue.

Pacific Avenue serves 662 students. The ethnic distribution is 48 % Hispanic, 36 % Anglo, and 14 % Black. Asians, Pacific Islanders, Filipino and American Indian students together represent two percent of the student body. Slightly over 22 % of the students are classified as limited-English proficient.

Pacific Avenue is a designated Title 1 school. Fifty-eight percent of the student body have received over and above Title 1 services in the area of language arts. Results of the Stanford Achievement Test (SAT) show that seventy-seven percent of the Title 1 students made some progress in language arts. Twelve and seven tenths percent of the Title 1 participants at Pacific exited the program due to scores at the thirty-sixth percentile or above on the SAT as compared to the district exit rate of 16.4 %. As added incentive to improve student achievement, a summer school program was established at the school. Forty-five percent of the eligible Title 1 students attended the session during August of 1994. It is the school's goal to help all Title 1 students achieve at the same or higher levels as the non-compensatory education students.

The CLAS test was administered to fourth grade students in the areas of reading, writing, and mathematics. Pacific Avenue students scored "similar" to students attending 100 comparison schools throughout California. When background factors (Socioeconomic, AFDC, LEP and Mobility) are considered, Pacific Avenue is placed in a comparison group of schools whose average is lower than the district or the state. Reading scores at the school were clustered around the "two" and "three" performance standards (one through six). Writing and math scores were slightly higher as they were clustered around the "three" and "four" standards.

The SABE (Spanish Assessment of Bilingual Education) is given to students currently participating in Spanish language arts in grades 1-6. Sixteen percent of these students tested scored above the first quartile (25th) in reading as compared to twelve percent above quartile one in mathematics. Continued intervention strategies are a priority for this growing population of students.

All sixth grade students at Pacific Avenue were administered the reading comprehension and math application portions of the SAT. Sixty-nine percent of the students passed the reading competency and seventy-one percent of the students passed in mathematics. The reading passage rate was the same as the district,

whereas the math rate for Pacific is below the district average of seventy-seven percent. Sixth grade students are also given an integrated writing and integrated mathematics assessment as part of the total competency test. Sixty-nine percent of Pacific students met minimal writing competencies compared to eighty-five percent districtwide. The integrated math assessment show that fifty-five percent of the school's students met the minimal competency compared to the district average of sixty percent. The sixth-grade proficiency provides an early warning for students who may need remediation or assistance to be successful in middle school and high school. The staff is committed to work with students to improve abilities in reading, writing and mathematics before they move to the middle school.

Parents are encouraged to take an active role in their child's education. Parents have the opportunity to attend parent conferences (91 % attended), PTA meetings (over 800 attended in 1994-95), to volunteer in classrooms, participate on the School Site Council, and become involved in Title 1 meetings and workshops.



JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**PEDLEY ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY 1995-96**

1. *School Performance in Relation to Previous Plan*

This year's PQR focused on language arts. Staff, student and parent input all identified this area to be of primary importance for Pedley Elementary students.

Action plans were developed that focus on the area of language arts. Other curricular areas are addressed by being integrated into language arts and other subjects as supported by state frameworks. Testing indicates that 68% of Pedley students score at or below the thirty-fifth percentile in reading. A change in student population along with a lack of schoolwide common goals in language arts has contributed to this large percentage. Collaborative goal setting, current schoolwide staff development, and purchase of resources for implementation promises to have positive impact on student progress. Pedley School staff recognizes that there is substantial work to be completed to reach the standards of excellence that we expect of ourselves and of our students.

2. *Critical Objectives for 1995-1999*

The area of focus for the next four years was determined by an analysis of student work, student achievement, and formal and informal surveys of students, staff, and parents. The stated goal in language arts is: 80% of Pedley students will be reading at or above grade level. Critical objectives include:

- Introduction of a supplemental language arts program that includes use of rhythm, rhyme, and repetition at the early grades and a stronger integrated phonics approach.
- Institution of a schoolwide silent reading time
- Creation of a home-school book publishing program
- Continuation of one-to-one tutoring for the most needy students
- Implementation of schoolwide Writer's workshop
- Purchase and inservice on technology
- Publication of parent curricular newsletters

### 3. *Critical Strategies*

- staff development activities
- grade level meetings
- curriculum committee meetings
- staff meetings
- continued development a schoolwide vision
- purchase of programs and materials
- implementation of technology
- strengthening of home/school relationship
- increasing volunteer program
- planning, implementing and evaluating

### 4. *Appropriateness of Strategies*

In each area strategies include; articulating, planning, implementing and monitoring and adjusting through an evaluation process. In addition, the need to add to our instructional resources is also addressed. The emphasis on coming together as an informed school community to make decisions and implement programs to enhance our student's education is recognized in research as the most effective way to effect positive change.

### 5 *Key Factors*

The key factor in our improvement plan is the bringing together of informed and interested minds for serious discussion, agreement, and implementation of effective programs. Consensus and cohesiveness of purpose will determine effective implementation leading to improved student performance. Pedley staff began this process during the 94-95 school year. We believe that the ideas, strategies and programs that we have developed as a result of the collaborative process will assist us in reaching our goal.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**PEDLEY ELEMENTARY SCHOOL**  
**LOCAL ANNUAL REVIEW - 1995-96**

Pedley's CLAS test results indicate that our students achieve at a similar or higher rate than those across the state or in the district. Our socioeconomic index was 2.92 as compared to a district level of 2.89 and a state level of 3.06. Our AFDC rate and our LEP rate was generally lower than those of the state and district, while our student mobility rate was much higher, 17.9, as opposed to 13.4 (district) and 12.0 (state). In Mathematics, 7% of the students achieved at levels 4 and 5, while 93% scored at levels 1, 2, or 3. In reading/literature, 38% scored at levels 4 and 5, while 61% scored at 3 or lower. In the writing assessment, 39% scored at level 4, while 565 scored at 3 or less.

Results of the 6th Grade Proficiency Tests indicate a startling increase in the area of mathematics over the past two years. In 1992, 65% of the students passed in mathematics, while in 1993, 91% passed. In writing, students dropped from 78% passing in 1992, to 62% passing in 1993. These tests, like the CLAS are integrated assessments designed to measure students levels of thinking as opposed to Basic Skill Testing.

The Stanford Achievement Test is administered to sixth grade students in the spring. Although these test different concepts than the Proficiency Tests, scores support earlier findings that Pedley students achieve at a higher level in mathematics than in reading. In reading, 14% of sixth graders achieved at a level considered above average, 61% scored at an average range and 25% scored below average. In mathematics, 27% scored above average, 51% scored at the average range, and 21% scored below average.

During the 1994-95 school year, 131 students participated in the bilingual class or pullout program. Of those students in the program this year, approximately 4 (to be determined through testing) will transition out of the program for the coming school year.

Although each classroom is required to keep portfolios for students, little organized effort has been made to establish a uniform standard of collection or criteria. Grade levels worked together this year to develop holistic scales that students could understand and work with at each level.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

RUSTIC LANE ELEMENTARY SCHOOL  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96

Rustic Lane strives to develop ways to recognize students at school and within the community. The staff feels these efforts help students recognize their own potential, see their accomplishments and helps builds self-esteem which makes them feel good about themselves. Some of the ways students are recognized includes Student of the Month programs, Principal's Award, Spelling Bee, Science Fair, Math Field Day, Skills Day, Play Day, Perfect Attendance, Lucky Leopard drawings, Good Guy/Gal Programs, Reading Buddies, Student Council, and in-class reward systems.

During the Program Quality Review the decision was made to emphasize Science and increase technology at Rustic Lane. The staff wanted more "hands-on" materials in science and increase the use of technology in all classrooms. This goal has been met through purchasing classroom labs for all grade levels to use in science. The materials have been inventoried and are used on a rotating basis by all staff members.

The technology committee set standards for the school, and purchases were made on a schoolwide basis. Each classroom has a television set, VCR and a LC575 Macintosh Computer with a CD ROM. There are also three Video Disk players with software.

Test scores indicate there is still a need to increase students' thinking and problem solving abilities through language arts, writing, mathematics, and all hands-on activities. Our Title I students demonstrated positive growth in language arts, but did not demonstrate growth in mathematics as based upon the Stanford Achievement Test.

Student programs at Rustic Lane will include in-class, pull-out, and extended day activities focusing on students needs. Staff will be paid hourly to tutor students before or after school in language arts and mathematics. The DATE program also be after-school. These programs will include grades 1-6.

Next year, the following materials will be purchased: literary readers, computer software, materials for the math replacement units, a phonics program and science materials. Personnel will include a full-time resource teacher, extra nurse time, before- and after-school staff for the extended day program in language arts and math, a part-time clerk to provide the clerical components involved in purchasing, distributing materials, Special Projects, HOSTS, SSC, and parent communication.

As always, the staff tries to increase parent involvement at Rustic Lane. Parents are asked to participate in classrooms, on field trips, in HOSTS, SSC, DAC, BDAC and PTA. One way we are involving parents is through the HOSTS Volunteer Reading program. Parents volunteer to work with a student one or more days a week. Children gain self-esteem and knowledge, while parents learn to work with students on a one-to-one basis.

There are parent meetings for Title I parents, Title VII, EISS, HOSTS and PRICE parenting workshops offered in both English and Spanish languages. The SSC, DAC, BDAC, Principal's Cabinet, and PTA establish effective parent/community involvement at Rustic Lane. There is monthly communication through the newsletter and a calendar. This enables parents to be aware of all school activities.

The school is looking into the Primary Intervention Program for the 1996-97 school. Next year the staff will visit schools with this program and write a grant for funding of the program at Rustic Lane. The staff will also be writing a Schoolwide Program plan for the 1996-97 school year.

Many of the students at Rustic Lane are considered "at risk." This knowledge is based on ethnic background, AFDC, high transiency rate, percentage of LEP students, and over half of the students are identified Title I through testing. During the 1995-96 school year, we hope to add a testing program for the entire school population.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

RUSTIC LANE ELEMENTARY SCHOOL  
LOCAL ANNUAL REVIEW - 1995-96

Achievement

Most of the staff at Rustic Lane Elementary School is implementing the frameworks of reading, writing, mathematics, and science. The 1994-95 testing shows student growth at most grade levels and in most areas. This data was gained from standardized tests, proficiency tests, the CLAS and individual teacher tests.

Historically, students in the second grade have not sustained the growth they made in the first grade. As a strategy to deal with this trend, we focused on students in second grade. The principal and the resource teacher incorporated the HOSTS Reading Program for second grade students. The staff and parents involved with this program agree students' reading has improved. This program will be continued during the 1995-96 school year, again working with second grade students and some third/fourth graders. We will again use parents, community, staff and student volunteers.

First grade students received extra instruction from cross-age tutors, the kindergarten staff and before- or after-school classes. Identified students will receive small group and individual instruction based on their weaknesses.

All students participate in the computer lab on a rotating basis. The focus of the lab is reading and mathematics. There are computers in each classroom for the students and staff to use. Monies were spent to purchase CD ROMS for classroom use. The primary staff selected reading books on CD ROMS for students to read and listen to. The upper grade staff chose to integrate social studies throughout all content areas. All computers have the capability of working with the televisions in each classroom for class presentations.

All identified first through sixth grade students were invited to participate in a before- and after-school tutoring program. This program was thirty minutes, three days a week for two quarters. This program focused on reading and math skills. The D.A.T.E.. after-school program ran the other two days. The D.A.T.E. program focuses on teaching students about Drug, Alcohol and Tobacco, and has an academic nature which provides students with additional opportunities of improvement.

Parent Involvement

Parent involvement at Rustic Lane has always been a major concern for all staff. There is always good participation from parents during conferences, PTA meetings, monthly award programs and when students perform. Through the HOSTS Reading Program, the school has seen more trained volunteers over the 1993-95 school years.

The PTA board has been discouraged by the lack of parent involvement in school activities and in PTA meetings. Attempts to involve bilingual parents in school meetings has not been unsuccessful. Meetings scheduled for Title I parents have generally been poorly attended.

Several workshops were offered for parents including P.R.I.C.E. Parenting in both English and Spanish, E.S.L. classes, E.I.S.S. meeting and H.O.S.T.S. training sessions.

The staff at Rustic Lane receives training each year during staff meetings, attending conferences, and through four staff development days.

### Planning

During the 1995-96 school year, the staff will write a plan for the schoolwide program. Staff members will meet in component committees for each curricular area to make recommendations for school improvement. Staff will also have a change to visit schools in neighboring communities with successful programs in place.

The staff hopes to achieve greater growth in reading and writing. The above programs will be continued and expansions of said programs to increase the number of students exiting the Title I program. We will continue to integrate technology in the classroom.

### Special Needs

Over seventy percent of Rustic Lane students are identified as Title I participants. This indicates a high number of students not achieving well in the areas of reading and math through standardized testing. Though the scores appear low, they are within or above the state and the district's average for a school serving a like population. All Title I students demonstrated positive growth in reading. Program improvements for mathematics will be implemented. All staff members have been in serviced on the mathematics replacement units. Title I students scoring above the 16th percentile, and exiting the program, was 14.6% last year. These indicators show the program is filling the needs of the Title I students. The emphasis at Rustic Lane is to teach children to do the best they can in reading, writing, mathematics, sciences and gaining social skills needed to survive in society.

Rustic Lane has not been able to make valid conclusions about the growth of RSP and GATE students. This is because of the small numbers of identified students in each program. RSP students scored at the 48% in reading and 43% in mathematics. These scores are above the district's average. GATE students scored 81% in reading and 67% in mathematics. They were above the district's average in reading and fell below in mathematics. The LEP students scored at 33% in reading and 42% in mathematics. The LEP students were above the district's average in reading and fell below the average in mathematics.

It is believed the low math scores are not an indication of poor student achievement, but show the objectives of math instruction do not match the objectives of the test. New replacement math units are being incorporated to solve this problem. An analysis of Title I students on the integrated writing portion of the sixth grade proficiency, shows an average holistic score of 2.16 on a four-point scale. Eighty-nine percent of the 35 Title I students taking the integrated writing assessment passed.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**SKY COUNTRY ELEMENTARY SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96

The 1995-96 School Based Coordinated Plan for Sky Country Elementary School focuses on the curricular area of Language Arts and includes goals in all curricular and schoolwide areas. Updates and improvements have been included in the new plan to increase the reading and writing skills of all students at Sky Country Elementary School.

Specific goals include increasing students' thinking and problem solving abilities through extensive reading, writing, performance analysis and hands-on activities in language arts. Specific strategies will include technology in the form of computers and software including cd roms, and laser disc players with a variety of interactive laser discs; writing based on open-ended questions and self-scored according to a rubric; hands-on problem solving using manipulative and a constructive approach; and staff development as well as strategies to meet the needs of at risk students.

The student program will include in-class, pull-out and extended day activities focusing on students needs and effective teaching strategies. The staff will receive staff development through inservices, staff development days, release days and attendance at appropriate conferences will be encouraged.

Materials to support the programs as planned will involve reading materials, computers and laser hardware and software, manipulative, and other materials such as art and writing materials to support the approaches which are effective for all students. Personnel will include reading tutors, aides, school staff for the extended day programs, a coordinator and clerical support for purchasing materials, preparing notices, distributing materials and the tasks necessary for documentation of a schoolwide program.

Schoolwide goals include increased parent and community involvement, counseling through a part-time psychologist, increased student social responsibility through conflict resolution, academic and attendance incentives, instructional strategies which reflect a need for acceleration and high expectations.

In addition to increased parent and community involvement, the schoolwide goals include concentration on staff moral, unity and mutual respect. All staff members will be included in staff meetings, planning and monitoring of the school plan.

Support of the school wide goals include the G.A.T.E. funds, D.A.T.E. and T.U.P.E. funding for the extended day programs, School Improvement Program, Bilingual, PTA, the Youth Service Center Counselor, Principals Advisory Council, Strategic Planning Committee, School Site Council and Leadership Team.



JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**STONE AVENUE ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96**

Stone Avenue Elementary School is in its second year of operation in the Jurupa Unified School District. The school serves all populations regardless of race, creed, or national origin. These populations include regular, G.A.T.E., Special Education, and limited English proficient students. This year, time has been devoted to analyzing student performance, particularly in the areas of mathematics and language arts. The results of various sources of information indicated that for the first year of the three-year School-based Coordinated Plan, the focus should be the enhancement of the mathematics programs.

**PLAN CONTENTS**

Stone Avenue Elementary School has a multicultural student body. The school provides an indepth exposure to all cultures represented in the student body. This is done via the curriculum, schoolwide activities, assemblies, field trips, guest speakers, and staff development.

**MATHEMATICS**

An analysis of student work samples indicated that the level of achievement for many students decreases as they progress through the grades. It was determined that the number of students performing below grade level in the primary grades (K-2) was only 26 out of a total enrollment of 190, or 14% of students. By the time students reach the upper grades (3-6), this number escalates to 101 out of a total 295 students enrolled, or 34% of students. Many of these students who are not progressing accordingly are students with special needs such as RSP, LEP, and those from a low socioeconomic background. One of the more salient needs resulting from this analysis was the importance of having students develop greater skills understanding open-ended problem solving questions.

Other major areas of need were the application of computational skills to daily real-life problems, greater application of technology and the development of higher level thinking skills. The staff indicated a need to become more familiar with the California State Curriculum Mathematics framework and with teaching strategies to more effectively address these needs. As a result, the major objectives for the 1995-96 school year are: 1) the math curriculum and course of study will be brought into alignment with the framework; and 2) the school community will provide frequent opportunities for students to utilize a variety of strategies/tools to solve simulated and real-life problems. A comprehensive evaluation of these objectives, including the review of student work, will continue to be priorities for the following year.

Two strategies that will be used to achieve the objectives in the area of math are 1) to provide School Improvement monies for staff to enhance their skills in designing and implementing a variety of teaching techniques that maximize the development of critical thinking skills and open-ended problem solving strategies, particularly for low achieving students, and 2) implement lessons that incorporate active student participation and the use of manipulatives and technology.

## LANGUAGE ARTS

At this time, it was determined that the area of language arts would be emphasized during the second and third years of the three-year plan. One of the major reasons for this decision is that teachers in general, are implementing many of the strategies delineated in the California State Curriculum Language Arts Framework. Student work and performance will be carefully monitored during the 1994-95 school year to determine the degree to which students are succeeding in this area. The major focus for staff development in language arts during 1994-95 is to explore successful programs and practices and to determine which may be appropriate for implementation at Stone Avenue Elementary School. This will be accomplished through attendance at conferences and visitations to other sites. The objectives in language arts targeted for the second and third year of the plan are: 1) the language arts curriculum and course of study will be brought into alignment with the state framework; 2) the school community will provide the opportunities for students to develop, utilize, experience and appreciate listening, speaking, reading, and Writing skills and to apply them to their daily work and across the curriculum; and 3) the school community incorporate a variety of instructional strategies and techniques designed to meet the needs of all students. The major strategies for addressing these objectives will be to provide staff development in the writing process, whole language teaching strategies, and providing a literature-based program and the supporting instructional materials.

Some of the key elements that we believe are necessary for the successful implementation of our school plan are the staff development opportunities outlined in the plan, the acquisition of the necessary materials, supplies and resources. Another critical factor is the planned monitoring and evaluation of each phase of the plan to ensure that what is being implemented has a significant impact on student work, performance and achievement.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**STONE AVENUE ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1995-96

The local annual review of the school plan will be conducted throughout the school year using both formative and summative evaluation techniques. During the first quarter of the school year teachers will meet to determine grade level standards for student achievement in the areas of math and language arts. These grade level expectancies will be based on the recommendations made in the California State Curriculum Frameworks and the SCTM standards. Samples of student work will be analyzed on a quarterly basis to determine if students are progressing toward the expected outcomes and to determine the degree to which teaching strategies are succeeding in maximizing student learning. The evaluation program will also be aligned with the state CLAS testing program, SABE, and district proficiency testing. A major analysis will be conducted during the last staff development day to determine to what degree plan objectives were met. The School Site Council will be involved in the evaluation process throughout the school year. We believe that this thorough evaluation process will provide us with critical information on which to make sound decisions in determining the direction of our efforts in future years.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**SUNNYSLOPE ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96**

The 1995-96 School-based Coordinated Plan for Sunnyslope Elementary encompasses all curricular and schoolwide areas. There is an emphasis, however, in language arts, mathematics and parent involvement. Since we are no longer a designated Title I school, there are some major changes in our strategies for working with these students. Our objectives include staff development to assist teachers in working with at-risk and academically deprived students in the area of language arts, expanding our parent program to include more on-site workshops, and conducting a self-study and Program Quality Review in the area of mathematics to more closely align our program to the most recent California framework and district adopted materials.

Meeting the critical objectives of the school are centered around these strategies: 1) Staff development days that focus on grade level planning and sharing to better serve at-risk students, 2) workshops that address the needs of at-risk students and strategies that work with them especially in the area of language arts, 3) continue programs that target early intervention such as EISS (Early Intervention for School Success) at kindergarten and PIP (Primary Intervention Program), 4) continue to develop programs involving parents and parent education, ie: PRICE, Family Reading, support groups, classroom volunteers and P.T.A, 5) update and utilize technology for staff and students to supplement the existing curriculum, 6) use staff development days and teacher release time to prepare for the PQR process and to develop an improvement plan as a guide toward upgrading mathematics instruction and achievement.

Expanding parent education and involvement programs will lead to a stronger relationship between the school and the community and insure a more effective implementation of the school plan. Grade level planning and special committees are key factors in the successful implementation of the school plan, as well as, to ensure that there is a reasonable coordination of services for all students.

Sunnyslope Elementary is a Title I Targeted Assistance School for 1995-96. There will be a major focus of funds for eligible children from Pre-K through third grade. Our objectives include extending learning time through an after-school program, staff development, a counseling program (PIP), and parent involvement and training.

Meeting the critical objectives of the school are centered around these strategies: 1) continue an after-school language arts program that may include computers, 2) staff development days that focus on grade level planning and sharing to better serve at-risk students, 3) workshops that address the needs of at-risk students and strategies

that work with them especially in the area of language arts, 4) continue programs such as PIP (Primary Intervention Program) that target early intervention, 5) develop programs involving parents and parent education, i.e.: PRICE, Family reading and support groups, 6) update and utilize technology for staff and students to supplement the existing curriculum.

Students will be identified through one of the following developmentally appropriate measures; SAT, DSC, WRAT, or SABE II. Ongoing evaluation strategies may include teacher-made tests, student work samples, progress reports, performance-based assessments, sign-in sheets and/or surveys and the AML-R, T-CRS (Pre/Post), and rating scale.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**SUNNYSLOPE ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1995-96

A review of formal and informal assessments of student achievement and curricular practices at Sunnyslope provide direction for efforts to improve student performance. In addition, our review indicates that some priorities be set to meet the needs of special segments of our population.

Sunnyslope's ethnic representation consists of 56% Hispanic, 40% White, 1.5% Black, 1.5% Asian and 1% other. 160 LEP students have been identified which consists of 24% of the student population. Kindergarten through fourth grade LEP students receive instruction from a bilingual teacher while fifth and sixth grade students are served by a bilingual tutor through a pull-out program. In addition, the school has 26 students enrolled in a Resource Specialist Program, 34 students participating in a Language, Speech and Hearing Program and 14 students identified as GATE. Sunnyslope also has a Special Day Class with 16 students from grades fourth through sixth and a State Preschool with 24 students enrolled.

Sunnyslope is no longer a designated Title I school due to the change in guidelines for funding. However, 295 students qualify for Title 1 services. This is 43% of the student population. These students qualify by scoring at or below the 35th percentile in the area of Reading Comprehension on the Stanford Abbreviated Test. One resource teacher and three instructional aides administered the Title I program to approximately 80% of the identified students mostly in the area of language arts with some math included. In addition, an after-school program was offered for first through third grade Title I students with a focus in language arts and fourth through sixth grade students in word processing. 117 students participated in an after-school program.

Of the Title I students that were given the SAT in May 1994, 19% of them were able to exit the program. This was higher than the district average of 16.4%.

Sunnyslope's Title I Program also demonstrated positive growth in both reading and mathematics as reported by the 1994 State Summary of Norm Reference Test Results.

A three year study which measures growth in reading for students served by Title I for all three years indicates that there was an average gain of 9.4 Normal Curve Equivalents. There was an actual loss in NCE's between first and second grade.

As part of the sixth grade proficiency testing a performance assessment in writing was included. Eighty-seven percent of Title I students passed.

Parenting Classes are offered monthly for Title I and Primary Intervention Program (PIP) participants. they are led by a mental health professional who discusses such topics as limit setting and communication. These meetings also serve as a support group for some and have had an average attendance of 12.

PIP is beginning its third year at Sunnyslope and has served 99 kindergarten through third grade students that are potentially at-risk. Two caring partners work with students on an individual basis for a half hour once a week for up to 12 weeks. They provide play therapy which is designed to enhance personal development and help students adjust to school situations. Most of these students are also Title I.

Sunnyslope staff will continue to address the needs of Title I students through parenting classes, PIP, teacher workshops and staff development. Even though test results show a slow but steady increase in student achievement overall, there is evidence that more attention needs to be paid to the primary grades. Through a Targeted Assistance Program, we hope to continue the after-school programs, focus our staff development in the areas of language arts, mathematics, science and schoolwide management and organization and expand our parenting classes and involvement.

Sunnyslope will have a P.R.I.C.E. parenting workshop in the fall which will be coordinated through Head Start/Preschool. We will also offer Family Reading workshops for Preschool through first grade parents which will help them be more effective in using reading strategies with their children. These are offered in both English and Spanish.

The CLAS test was administered to fourth grade students in the spring of 1994. Individual student scores were not reported; however, as a group Sunnyslope students did better compared to the district and state. The percentage of students scoring at a 3 or above are as follows: mathematics 72%; reading 83%; and writing 87%. LEP students scoring at a 3 or above are as follows: mathematics 55%; reading 73%; and writing 85%. Title 1 students scoring at a 3 or above are as follows: mathematics 53%; reading 77%; and writing 80%.

The CLAS test, as well as, the sixth grade proficiency not only assesses students at a particular grade but reflects what level they have achieved in a cumulative sense. The sixth grade integrated assessments from May 1994, show that 83% of the students tested passed in mathematics and 89% passed in writing. The SAT results for sixth grade show that 69% passed in reading and 77% passed in mathematics.

Of the LEP students taking the sixth grade proficiency test in writing 92% of them passed The SABE II test was given to LEP students for the first time in May 1994.

Initial results for grades 1-8 show a district average NCE of 25.9 in reading and 24.8 in mathematics. Three LEP students were redesignated in 93-94.

Because of the small number of RSP and GATE students, it is difficult to draw valid conclusions from the test results discussed. RSP students are usually able to achieve written goals because they are at the appropriate level. GATE students are assessed individually by their classroom teacher.

As a result of the information gathered and presented in this review and the fact that there will be no funds for personnel to coordinate and implement a Title I program, there is a great need to redirect our focus. Staff development will include strategies on improving student achievement in the classroom, as well as, more coordinated efforts at grade level planning and team sharing. Another area that has a direct impact on student achievement is parent involvement and training. A concentrated effort will be made to encourage parents to become more actively involved.



JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**TROTH STREET ELEMENTARY SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96

In January, 1995, Troth Street School completed the Coordinated Compliance Review with successful results in all Compensatory Education programs. A Program Quality Review was completed in the 1993-94 school year with a focus in language arts. This focus continues throughout the 1995-96 school year.

The objective for language arts is to maintain a strong comprehensive program to meet the needs of all students. We will provide a rich variety of child-centered activities and continue an emphasis in early literacy. In order to attain this goal, the staff will continue the principles of Project REACH (Role of the School Community; Effective first teaching; Appropriate safety net strategies; Continuing professional development; Home/school partnerships).

Cross-age tutoring and one-to-one tutoring for Title I students will be provided as safety net strategies. Guided reading will be added to the language arts instruction in the classrooms for effective first teaching. Staff development will continue to be focused on language arts with plans of primary teachers participating in the ELIC (Early Literacy Inservice Course) training; and if possible, upper grade teachers participating in the LLIFE (Literacy and Learning Inservice: Four-Eight) training. The home/school partnership will be maintained through parent meetings on parenting skills, reading-at-home program and family reading day activities. In addition, a newsletter will be sent home on a regular basis that provides additional ideas on helping their child at home. For community activities, we will maintain reading incentive programs such as Pizza Hut Book It and will also invite guest readers to read aloud to students. The school library has extended hours after school for students and their parents to utilize its services. Family nights with the new Glen Avon library are also planned.

Appropriate instruction for LEP, GATE and Special Education students will address their special needs. The School Site Council and Bilingual Advisory Committee will continue to function as advisory committees to evaluate all school programs. The Student Study Team will provide appropriate placement for those qualifying students in the least restrictive environment.

Ten bilingual and three Specially Designed Academic Instruction in English classrooms will serve the 257 LEP students identified through appropriate language proficiency testing.

The Title VII program will continue for kindergarten through second grade LEP students, emphasizing science, math and critical thinking skills. The Primary Intervention Program (CARES) will continue to assist children in kindergarten through third who qualify based on a social/emotional behavior rating scale. It helps students enhance their personal development and adjust to school situations.

In 1996-97, Troth Street has been designated as a schoolwide Title I project. Therefore, in 1995-96, planning will be completed for its inception.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**TROTH STREET ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1995-96

A review of the Chapter I program was reported to the School Site Council at each meeting throughout the 1994-95 school year. Parents on the council attended most meetings and were well-versed in its purposes. The District Advisory representative and the District Bilingual Advisory representative reported to the council after each district meeting they attended.

A Chapter I meeting was held on December 5, 1994, to inform parents of the purpose of the program. Parents were also given information on helping their students at home in reading and math. Parents in attendance voted not to have additional Chapter I meetings but chose to meet with the project resource teachers on an individual basis and several parents did so throughout the year. Chapter I parenting workshops were held throughout the year (coordinated with the CARES program) and many parents attended the very successful meetings. The meetings included information for parents on topics such as: limit setting, positive parenting, communication, and understanding your child better. The Cafe Literario (bilingual parent group) had several topics this year on: purposes of bilingual education, homework policies, how to help children at home with reading and Chapter I information.

Based on the SAT/SABE scores from June 1994, PQR results, SSC and leadership decisions, resource teachers continued to instruct Chapter I primary students in language arts. In addition, the Chapter I program provided a one-on-one tutoring program which assisted several first graders and third grade Chapter I students were involved in a cross-age tutoring project. Third through sixth grade Chapter I (English & LEP) attended a computer lab.

According to SAT/SABE test data, out of 170 students (with matching scores), very few students made no progress at all. Therefore, where scores shown were quite low, progress was still made. Listed below are the number of students who exited the program:

First Grade - 1  
Second Grade - 4  
Third grade - 5  
Fourth Grade - 13  
Fifth Grade - 3

The staff was involved in four very successful staff development days: (1 ) Math Framework; (2) Writing Styles; (3) Writing Prompts and (4) Guided Reading.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**VAN BUREN ELEMENTARY SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96

Van Buren's staff, students and community are proud of the thirty-seven years of Excellence, Pride and Traditions which have formed the cornerstone of quality education for many students. We are also very proud to be on the cutting edge of the education reform movement and to be the only school in Riverside County to receive an SB1274 Grant to restructure our school for the success of all students. Several Innovations have been successfully implemented, including a 45/15 single-track, year-round program. This schedule allows us to teach in a thematic integrated curriculum model, with culminating activities which focus on what students have learned. Students and staff are then off track for three weeks and return to school refreshed and ready to begin a new quarter. Our faculty and staff are professionally skilled and personally dedicated to making all students successful. Our students are motivated academically as well as being good responsible citizens. Our parents and community support our school, our students and our goals. Our volunteers contributed many hours during the 95-96 school year. Our School-Business Partnerships provide many extra incentives and support for our students, community and our school. Van Buren Elementary is proud to be a National Blue Ribbon School. In 1992, the Van Buren School Community came together to discuss and write a restructuring plan which would address the skills, knowledge, values and attitudes necessary for success in the 21st Century. Our school plan is based on It's Elementary and the thirty-two recommendations which frame the future of elementary schools, and success for the children of California. The Van Buren School Community shares a common philosophy for our children and our school learning environment which provides a clear focus for success for all students.

Philosophy of the Van Buren School Community:

WE BELIEVE:

- All children can learn
- All children have value and worth
- All children need a loving, compassionate environment
- All children learn at different rates and in different ways
- Children are unique with background, talents, interests and needs that deserve affirmation and support
- Everyone has the right to a healthy, safe and orderly physical and mental environment
- Cultural diversity is enriching and vital to our world, individuals and society
- Staff, parents and students working together control the conditions of success today and in our future
- Education is a shared responsibility of the school, home, student and community

- High expectations produce high achievement
- Success breeds success.

Our Mission Statement focuses attention and gives direction to the goals for the school, instructional program and for student success. It is reflective of the mission of the Jurupa Unified School District.

Van Buren Elementary School  
Mission Statement

"We, the Van Buren Community, empower individuals to embrace change! Students actively participate in designing their future. Together, we encourage confident contributors to society and leaders of the world."

Goals for Students of Van Buren Elementary Schools

The Van Buren School Plan has been developed to reflect the goals of the Jurupa Unified School District and include fourteen holistic learning outcomes which we believe students must demonstrate in order to participate successful in a changing global society. Our school plan has been outlined to define these learning outcomes and to provide a guideline to our parents, students and community of the commitment that the Van Buren Staff has made to ensure that every student will have a solid base upon which to develop a sound educational program in the middle and high school years. Our educational plan defines the enablers which Van Buren School students will learn and form the basis of the teaching and learning process for all students.

- ... We will continue to provide an integrated thematic teaching curriculum.
- ... We will bring motivational and exciting learning lessons into our classrooms which will allow every student to relate what they are learning to meaningful, real life experiences and culminate in products which reflect success for all students.
- ... We will continuously evaluate our program and articulate high student expectations across grade levels and to our school community.
- ... We will examine the daily instructional practices to ensure students are learning the core curriculum as well as making growth in the holistic outcomes.
- ... We will implement strategies to verify and document student achievement of these outcomes.

VAN BUREN AS A COLLABORATIVE,  
SELF-RENEWING LEARNING COMMUNITY:

Van Buren Elementary School Volunteers logged a significant number of hours during the 1994-95 school year. A program to provide assistance to parents is in place through a "Healthy Start" unfunded partnership with the Department of Public Social Services. Extra counseling time allows a continuation of services for families through the Youth Service Center. Currently, plans are underway to establish a family literacy program such as "Even Start" through several community agencies which will allow a greater impact in preparing children to begin school. Parents are supported through a parent education program which includes sessions on curricular goals, and evaluation. Classes include "Parent Strategies," English as a Second Language and our after-school clubs. Parents are involved in decision making and program evaluation as members of our School Site Council, Bilingual Advisory Committee, Parent Teacher Student Association, School and Community Safety Committee and various adhoc committees.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**VAN BUREN ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1995-96

Van Buren Elementary School is continuously involved in reviewing our school program to improve student learning. As a part of our restructuring process, we have established an ongoing evaluation through the protocol format which we share across grade levels, and with parents. Together with established student standards at each grade level, we are able to provide a model of student work in each curricular area. Steps are in place for immediate program change as needed to ensure student needs are met.

Having this program in place allowed us to make significant changes for our third grade during the 1995-96 school year. An intensive reading program was continued. A temporary Chapter I resource teacher was hired during the 1993-94 school year and continued this year and an intensive process of teaching, tutoring and learning helped our third grade students increase their reading skills significantly.

Parents are involved in all phases of our school program. Volunteers logged a significant number of hours during the 1994-95 school year with over 250 volunteers who logged over 25 hours each.

Our School Site Council is actively involved in reviewing student outcomes and has been very supportive of our continuing efforts to improve student learning.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**WEST RIVERSIDE ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96**

West Riverside Elementary School will begin the 1995-96 school year with a School Based Coordinated Plan that offers planning and direction to continue providing a thinking meaning-centered curriculum for all students. Goals, objectives, and activities are specified in curricular and schoolwide areas. West Riverside Elementary School Site Council, staff committees, resource teachers, and the principal will be responsible for the implementation of this plan.

West Riverside School is embarking on a progressive plan to better meet the needs of the students and families it serves. The entire staff holds academic achievement for its students as its highest priority. The staff has continued to pursue plans to investigate and restructure the academic format so that achievement, student self-esteem, and the development of life-long learners are maximized. A developmental kindergarten program has been implemented.

Four days have been set aside to plan inservices utilizing the expertise of members of our staff, outside consultants, and members of the surrounding communities. These staff development days will provide valuable workshops in English as a Second Language, hands-on science and mathematics. Staff members attending outside conferences will fill out the name and date of the conference on the Conference Attendance Chart posted in the Teachers Lounge. At the next staff development day, they will bring the resources received. Anyone wanting more information or assistance may conference with that staff member.

Two grants are helping to better meet the needs of at-risk students this year. The Primary Intervention Program (PIP) is a kindergarten through second grade grant that helps at-risk students make a better adjustment to the school setting. The Title VII Grant is to provide an effective program of bilingual/multicultural education which is designed primarily to increase the level of academic achievement for children of limited-English speaking ability to a level commensurate with their English fluent peers.

This is the third year of implementation of the Program Quality Review Action Plan which focused on mathematics. The Staff and the Leadership Team developed a four year plan to provide a program that increases the use of manipulatives and group projects through active learning and integrated lessons. The staff has been trained in the math replacement units and is now implementing them in the classroom.

The Title I committee has continued to restructure the program to better meet the needs of our Title I students. The 1995-96 school year will be a planning year as West Riverside School becomes a schoolwide Title I school. West Riverside staff will be rewriting the School-based Coordinated Plan to reflect the change in the Title I program.

Parents are encouraged to become involved by volunteering in the classrooms, attending school functions, becoming members of PTA or School Site Council, and participating in our parent education programs. Home-school communications through bulletins,

monthly calendars, quarterly newsletters, telephone calls, and notes provide information on upcoming school programs and activities.

All kindergarten through sixth grade students are receiving concentrated instruction in language arts and mathematics utilizing the two computer labs: the Apple Learning Lab for grades K-3 and the Macintosh Writing Lab for grades 4-6. First through sixth grades are using Project Read to assist Title I students in reading in the classroom, and in a pull out program for first through third grades. This program will be expanded to include fourth through sixth grades next year. A before and after school extended day program is offered each quarter that provides a variety of instructional activities to reinforce Language Arts and Mathematics skills. A summer challenge program will be offered for two weeks in mid August. Two morning sessions will provide a variety of instructional activities to reinforce Language Arts and Mathematics skills.

The bilingual committee has restructured the bilingual program to better meet the needs of our students and community. West Riverside School offers two types of bilingual classes in Kindergarten through fourth grades; the traditional transitional bilingual class, and a primary Spanish language class. In order to provide maximum learning opportunities, the primary language classes will integrate 20% of the time with non bilingual classes in other curricular areas. Some grade levels are participating in the "Big Mix" and integrating for a certain block of time each day.

West Riverside will continue to work on parent programs which include a quarterly workshop to assist in providing helpful hints on parenting skills and to provide information on educational, family, and health concerns. Family Math sessions will be offered after school for parents and children. Four parenting workshops in Spanish and English are offered through the P.R.I.C.E. Program.

Grade level chairpersons will meet with their teams to work on grade level planning and analyze and assess ASAT test results. Strengths and instructional strategies will be identified and resources made available to assist with developing quality programs.

The Teacher Resource Center will be expanded to include a variety of instructional materials, manipulatives, and equipment for checkout to classrooms. Staff committees and resource teachers will work together to purchase these items. Project funds will be used to purchase additional resources identified by the School Based Coordinated Plan to provide a positive atmosphere to facilitate a quality educational program for West Riverside School students.

The critical objectives of West Riverside School are to: (1) Continue to investigate and explore ways to restructure the academic format. (2) Continue to implement the Title I programs for this year and next year to better meet the needs of our students. (3) Provide Transitional and Primary Bilingual classes. (4) Increase parent involvement and parent education. (5) Provide staff development emphasizing the focus areas. (6) Provide grade levels with release time to plan, assess, and meet with the principal on grade level specific concerns. (7) Expand the Teacher Resource Center to provide a variety of instructional



materials, manipulatives, and equipment. (8) Continue to expand our knowledge and utilize all forms of technology for students and staff. (9) Continue to expand and expose students to a variety of visual and performing arts activities.

Our strategies are student-centered and focused to involve students, staff and parents working together to provide a variety of active learning experiences.

The key factors to a successful implementation of our plan involve our school community working together to plan, implement, monitor, educate, and evaluate program goals, objectives, and activities. West Riverside School will monitor student performance through a variety of evaluation measures including standardized test scores (IAS, ASAT, SABE) authentic assessment, student portfolios, student products, teacher made tests, teacher observations, district adopted curriculum, and other performance-based measurements.

Our goal is to provide a safe orderly environment where every student can achieve his/her maximum potential through a positive atmosphere to facilitate a quality educational schoolwide program for West Riverside School students.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**WEST RIVERSIDE ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1995-96

West Riverside School parents had the opportunity to participate in four sessions of P.R.I.C.E. Parent Workshops this year. Two sessions were in English and two in Spanish. The average attendance in the Spanish class was 34, and the average attendance in the English class was 12. Parents surveyed found the material offered "very valuable." English as a Second Language (E.S.L.) classes were also offered at the Learning Center for interested parents through adult education.

West Riverside has a Title I population of 577. Last year 21.2 % of the Title I students taking the Stanford scored at the 36th percentile or above, compared to a district-wide average of 16.4%. This score is up from 10% the year before. West Riverside School has the highest Title I exit rate in the Jurupa Unified School District.

The Project Read program was implemented for the primary grades last year, and this year the program was expanded to meet the need of upper grade students. Project Read has been very successful in the first through sixth grade classrooms this year. According to teachers, more students are experiencing success in reading and showing more confidence in their decoding skills. A part-time Title I Project Read teacher has been pulling small groups of students out of the classroom in first, second, and third grades. This has been very successful for those students who need more individualized attention at a measured pace. A second part-time Project Read teacher will be added to work with upper grade students next year.

This year, West Riverside continued and expanded a before and after school Title I extended day program. This program has been very successful and will be continued next year. Enrollment has grown steadily through the year, with 147 students second quarter, 222 students third quarter, and 261 students fourth quarter. A summer challenge program is planned for two weeks in late August. This will consist of two morning sessions that will provide a variety of instructional activities to reinforce language arts and mathematics skills.

West Riverside is in its third year of implementing the Program Quality Review Action Plan. The focus is mathematics and the program calls for a schoolwide increase in the use of manipulatives and group projects through active learning and integrated lessons. Title I students have shown growth when utilizing manipulatives and applying them to real-life situations. Teachers have received training in the Math Replacement Units and have begun implementing them in classrooms.

An attendance program has been in place for the past two years. This program provides incentives for students and classrooms to strive for perfect attendance each month. This program will be continued as the unexcused absences have decreased from past years.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**JURUPA MIDDLE SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1995-96

For the 1995-96 school year, the main areas of focus will be mathematics and students with special needs. Mathematics teachers, in their fourth year of a school improvement plan, will continue their participation in the Math Renaissance program and begin participation in the College Preparatory Math program. School Improvement funds will be utilized to provide release time for training, ongoing inservice and classroom support, and the purchase of manipulative materials to implement the replacement Renaissance Math units and implement College Preparatory Math. school improvement funds will continue to be used to fund incentive programs for: student attendance; academic performance; and student citizenship.

The critical objective for our school continues to involve teacher staff development focus on: curriculum-embedded authentic assessment; holistic scoring; setting standards of excellence; writing across the curriculum and the use of portfolios as part of the assessment process in the academic content areas.

The critical strategies to be employed in implementing the stated objectives:

- During non-school summer months and Staff Development-School Improvement Days during the regular school year appropriate culminating tasks and rubrics will be designed and developed for scoring purposes.
- Additional inservice on writing across the curriculum and portfolio use and assessment in all academic content areas.
- Ongoing opportunities for teacher sharing and demonstration of current teaching strategies.
- Additional inservice, training and support in both Math Renaissance and College Preparatory Math.

In addition to the utilization of time available during staff meetings and Staff Development Days for sharing information and ideas, School Improvement funds will be used to support participation in appropriate workshops, conferences, and inservice programs.

Factors critical to the implementation of our school plan include:

- Ongoing involvement by the Leadership Team and School Site Council.
- A regular schedule of on-going planning time for each interdisciplinary team.
- Ongoing principal support for the continued development of performance-based science.
- Inclusion of our Goals 2000 Action Plan objectives in our school School Based Coordinated Plan.

Jurupa Unified School District

Personnel Report #22

June 19, 1995

CERTIFICATED PERSONNEL

Regular Assignment

Teacher	Ms. Andrea Zimmer 23720 Canyon Lake Drive N. Canyon Lake, CA 92587	Effective August 30, 1995 Multiple Subject Credential
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Temporary Assignment

Resource Specialist	Mr. Dale Stoa 12444 Pascal Avenue Grand Terrace, CA 92324	Effective August 30, 1995 Multiple Subject and Specialist- Learning Handicapped Credentials
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From Temporary to Regular Assignment

Teacher (SDC)	Ms. Beth Ochs 828 Manchester Court Claremont, CA 91711	Effective August 30, 1995 Single Subject-Music Credential and Specialist-Learning Handicapped Credential
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Change of Assignment

From Bilingual Resource Teacher to Teacher on Special Assignment	Ms. Sonia Porter	Effective July 1, 1995
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From Teacher (SDC) to Classroom Teacher	Mr. Richard Torbert	Effective July 1, 1995
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Extra Compensation Assignment

Bilingual Education: to facilitate scoring of Title VII student performance assessment; July 1-29, 1995; not to exceed 25 hours total; appropriate hourly rate of pay.

Rebecca Kallinger

Mission Middle School: to assist with editing and layout of literary magazine; June 2-8, 1995; not to exceed 30 hours total; appropriate hourly rate of pay.

Madelaine Havey

K-1  
PS1

Personnel Report #22

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Mission Middle School: to cover at annual spring choir concert; June 1, 1995; not to exceed two (2) hours total; appropriate hourly rate of pay.

Stan Rowland

Jurupa Valley High School: to receive an additional 10% for CIF competition.

Paul Kumamoto	\$237.10
Ric Slagle	\$172.80
Maurice Roberson	\$172.80

Rubidoux High School: to receive an additional 10% for CIF competition.

Ray Marisnick	\$237.10
Kevin White	\$172.80
Rich Torbert	\$596.56
Doug Torbert	\$596.56

Rubidoux High School: 1994-95 school year; to serve as an Advisory Grade Level Leader; not to exceed 80 hours total; appropriate hourly rate of pay.

Carol O'Dell	Barbara Maguire	Cori Barber
Joan Bruce	Susan Gaustad	Charlotte Kennedy

Rubidoux High School: 1995-96 school year; extra duties; appropriate annual rate of pay.

Charles Gray	Summer Instrumental Music Camp
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JTPA Summer Program: June 19, 1995 through August 29, 1995; not to exceed 240 hours total; appropriate hourly rate of pay.

Diane Getner-Brown	Tom Morrison	Charlotte Kennedy
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Leave of Absence

Teacher	Ms. Susan Gaustad 1049 Explanada Corona, CA 91719	Unpaid Special Leave effective September 5, 1995 through June 30, 1996 without compen- sation, health and welfare benefits or increment advancement.
Teacher	Ms. Ronelle Jeter 646 Celebration Lane Perris, CA 92570	Maternity Leave effective June 13, 1995 through June 16, 1995 with use of sick leave benefits.

Personnel Report #22

CLASSIFIED PERSONNEL

Regular Assignment

Translator/Clerk-Typist	Ms. Teresa Beckman 5839 Steve Street Riverside, CA 92509	Effective June 6, 1995 Work Year E1 Part-time
Library Technician	Ms. Sunshine Harris 14131 Calle Vista Riverside, CA 92508	Effective August 21, 1995 Work Year D
Secretary	Ms. Maria Martin 4375 Vernon Avenue Riverside, CA 92509	Effective August 21, 1995 Work Year D

Short-Term/Extra Work

Instructional Services: to prepare records, complete filing, assist with lamination, etc.; June 19, 1995 through August 28, 1995; not to exceed 22 days total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Cheryl Schneider

Ina Arbuckle Elementary: to complete end of year business; June 1-30, 1995; not to exceed 16 hours total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Rebecca Belty

Pacific Avenue Elementary: to attend a meeting for Activity Supervisors; May 23, 1995; not to exceed 1/2 hour each; appropriate hourly rate of pay.

Activity Supervisor	Ms. Jenny Dean
Activity Supervisor	Ms. Debbie Thuve
Activity Supervisor	Ms. Marsha Watson

West Riverside Elementary: to assist and supervise during musical presentation; June 8, 1995; not to exceed two (2) hours each; appropriate hourly rate of pay.

Activity Supervisor	Ms. Vivian Marquez
Activity Supervisor	Ms. Gaby Kerklin

Jurupa Valley High School: planning and preparing for 1995-96 school year; July 3, 1995 through July 31, 1995; not to exceed 21 days total; appropriate hourly rate of pay.

Assist. Prin. Secretary      Ms. Helen Haney

Personnel Report #22

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Rubidoux High School: form summer school and schedule input; June 26, 1995 through August 18, 1995; not to exceed 20 days total; appropriate hourly rate of pay.

Secretary                      Ms. Maria Villa

Rubidoux High School: to accomplish transcript requests; June 19, 1995 through August 29, 1995; not to exceed 15 days total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Julia Carmona

Rubidoux High School: library inventory; June 26, 1995 through August 18, 1995; not to exceed five (5) days total; appropriate hourly rate of pay.

Library Technician              Ms. JoAnn Alford

Rubidoux High School: distribution of textbooks and library inventory; June 19, 1995 through August 28, 1995; not to exceed 12 days total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Cheryl Schneider

Rubidoux High School: to complete summer pool maintenance; June 19, 1995 through August 28, 1995; not to exceed 100 hours total; appropriate hourly rate of pay.

Pool Manager                      Mr. Tony Allega

MANAGEMENT PERSONNEL

Extra Compensation Assignment

JTPA Summer Program: June 19, 1995 through August 29, 1995; not to exceed three (3) days total; appropriate daily rate of pay.

Jim Owen

Termination

Cafeteria Assistant I (Probationary)	Ms. Lorri Papp 4364 Mapleton Circle Glen Avon, CA 92509	Effective June 8, 1995
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Resignation

Activity Supervisor	Ms. Jenny Dean 6794 Garces Avenue Riverside, CA 92509	Effective June 15, 1995
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B4

Personnel Report #22

OTHER PERSONNEL

Short-Term Assignment

Instructional Services: to help teachers with instructional duties and stock supplies; August 24, 1994 through September 1, 1995; not to exceed eight (8) hours per day; \$4.25 per hour.

Work Exper. Student      Ms. Jennifer Strona  
Work Exper. Student      Ms. Veronica Huerta

JTPA Program: to serve as a Peer Group Counselor; April 25, 1995 through September 30, 1995; not to exceed 50 hours total; \$6.57 per hour.

Peer Group Counselor      Ms. Belen Sanchez

JTPA Summer Program: June 19, 1995 through August 29, 1995; not to exceed 200 hours total; appropriate hourly rate of pay.

Classified Support      Greg Cabrera

Ina Arbuckle Elementary: to supplement services to students during peak load periods; May 31, 1995 through June 30, 1995; not to exceed 40 hours total; \$7.11 per hour each.

Peak Load Assistant      Ms. Susan Gonzales  
Peak Load Assistant      Ms. Kiberly Graf  
Peak Load Assistant      Ms. Maria Perez  
Peak Load Assistant      Ms. Julianna Stouffer  
Peak Load Assistant      Ms. Annie Patino  
Peak Load Assistant      Ms. Kathi Garcia

Jurupa Valley High School: to serve as an Athletic Field Striper; February 25, 1995 through May 9, 1995; not to exceed 53.25 hours total; \$9.18 per hour.

Athletic Field Striper      Mr. Dwight Hunter  
Athletic Field Striper      Mr. Maurice Roberson

Rubidoux High School: to serve as a Technology Assistant; July 1, 1995 through August 30, 1995; not to exceed 20 hours per week; \$10.00 per hour.

Technology Assistant      Mr. Joshua Eggleston

The above actions are recommended for approval:

  
\_\_\_\_\_  
Kent Campbell, Assistant Superintendent-Personnel Services

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95



Jurupa Unified School District

Personnel Report #22

June 19, 1995

CERTIFICATED PERSONNEL

Regular Assignment

Teacher (SDC)	Mr. T. Andrew Elliott 782 De La Luz Perris, CA 92571	Effective August 30, 1995 Multiple Subject Credential
Language, Speech & Hearing Specialist	Ms. Sylvia Lary 5942 Calle Cedro Anaheim Hills, CA 92807	Effective August 30, 1995 Language, Speech & Hearing Specialist Emergency Credential
Teacher (SDC)	Ms. Heather Lynch P.O. Box 3276 Riverside, CA 92519	Effective August 30, 1995 Multiple Subject and Specialist- Learning Handicapped Credentials
Teacher	Ms. Erica Rayshel 4826 Dewey Avenue Riverside, CA 92506	Effective August 30, 1995 Single Subject-Anthropology Credential

Temporary Assignment

Teacher	Mr. John Allen 6 Stoddard Road N. Brookfield, MA 01535	Effective August 30, 1995 through June 14, 1996; Multiple Subject Credential
Resource Specialist	Mr. Robert Green 3659 Roselle Place Riverside, CA 92509	Effective August 30, 1995 through June 14, 1996; Single Subject- Social Science Emergency Credential

Intern Assignment

Teacher (SDC)	Ms. Gail Camarillo 15395 Ranchito Drive Lake Mathews, CA 92570	Effective August 30, 1995 Multiple Subject Intern Credential
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Change of Assignment

From Teacher to Bilingual Resource Teacher	Ms. Sheila Medina	Effective July 1, 1995
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Personnel Report #22

CERTIFICATED PERSONNEL

Change of Status

Teacher

Ms. Ellen Finan

Effective July 1, 1995  
From 60% to 100% status

Extra Compensation Assignment

Bilingual Education; curriculum development for power boxes; June 19-30, 1995; not to exceed 60 hours each; appropriate hourly rate of pay.

Susan Maturino  
Martha Molina

Rosa Santos-Lee  
Susan Rhine

Lupe Lopez  
Esther Askew

Bilingual Education; facilitate scoring of Title VII Project student performance assessment; July 5-7, 1995; not to exceed 25 hours each; appropriate hourly rate of pay.

Lupe Lopez

Rebecca Kallinger

Bilingual Education; to score student performance assessment; not to exceed six (6) hours each; July 7, 1995; appropriate hourly rate of pay.

Nancy Velasquez

Susan Rhine

Bilingual Education; to prepare for classes, reviewing paperwork; April 19, 1995 through June 14, 1995; not to exceed twelve (12) hours total; appropriate hourly rate of pay.

Josefina Mendoza

Mayra Ferreras

Bilingual Education; mandated testing of students for language proficiency; August 14-30, 1995; not to exceed 104 hours total; appropriate hourly rate of pay.

Sonia Porter

Instructional Services; to grade proficiency tests; May 22, 1995; not to exceed one and one-half (1 1/2) hours total; appropriate hourly rate of pay.

Cori Barber

Ernie Wright

Instructional Services; training on second language acquisition and effective instructional strategies; August 1-31, 1995; not to exceed 15 hours each; appropriate hourly rate of pay.

Roberta Pace  
Tim Jones

Will Murray  
Ed Luna

John Hill  
Alice Muniz

Personnel Report #22

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Instructional Services: training on second language acquisition and effective instructional strategies; August 28, 1995 through November 30, 1995; not to exceed 10 hours each; appropriate hourly rate of pay.

John Hill  
Alice Muniz  
Will Murray  
Sherry Zelenka  
Jorge Sanchez  
Sue Ferraro

Tim Jones  
Dennis Payne  
Mike Cruz  
Michelle Fisher  
Karen Ledestich  
Madelaine Havey

Ed Luna  
Larry Sturm  
Terese Pisarik  
Anne Cox  
Joe Corsetti  
Joanne Papavero

Home Teaching: 1994-95 school year; appropriate hourly rate of pay.

Guy Vanderveen

Glen Avon Elementary: 1994-95 school year; after school sports and recreation program.

Taunya Pittman                      \$75.00

Ina Arbuckle Elementary: to attend Healthy Start/Collaborative Committee Meeting; April 23, 1995; not to exceed one (1) hour total; appropriate hourly rate of pay.

Marcia Woodard

Mission Bell Elementary: 1994-95 school year; after school sports and recreation program.

Amy Weidman	\$400
Mary Burchett	\$500
Stevan Flores	\$200
Judith Pronovost	\$400
Sherry Sparks	\$300

Sunnyslope Elementary: to delegate, monitor and assist in inventory and disseminate ordered materials; June 19-30, 1995; not to exceed 80 hours total; appropriate hourly rate of pay.

Louise Gillette

Troth Street Elementary: substitute coverage; May 12, 1995; not to exceed one (1) hour total; appropriate hourly rate of pay.

Anita Avellino

Troth Street Elementary: to translate letters and flyers into Spanish; April 15, 1995 through May 5, 1995; not to exceed 4 1/2 hours total; appropriate hourly rate of pay.

Luz Salazar

Personnel Report #22

CERTIFICATED PERSONNEL

Extra Compensation Assignment

West Riverside Elementary: evaluating students in Language Arts; November 1, 1994 through June 30, 1995; not to exceed 100 hours total; appropriate hourly rate of pay.

Rebecca Kallinger

Rubidoux High School: to receive an additional 10% for CIF competition.

Pat Fagan	\$298.28
Susan Gaustad	\$298.29
Sam Gee	\$298.29

JTPA Program: to provide summer assistance; June 10, 1995 through August 25, 1995; not to exceed 220 hours total appropriate hourly rate of pay.

Gary Clem

JTPA Program: to provide summer assistance; June 10, 1995 through August 25, 1995; not to exceed 100 hours each; appropriate hourly rate of pay.

Tina Mihin	Larry Franklin	Sema Guzman
Marya Ferreras	Janet Garcia-Hudson	Jim Smyth
Karen Gotschell		

Summer Instruction Program: as listed below, paid at summer school rate of pay, assigned on an as needed basis; continued employment dependent upon enrollment. Dates listed below exclude July 4, 1995.

Teacher	Gary Ennis	June 19 - July 14, 1995
Teacher	Karen Lancaster	June 19 - July 14, 1995
Teacher	George Monge	June 19 - July 14, 1995
Teacher	Terry Prosser	June 19 - July 14, 1995
Teacher	Mark McFerren	June 19 - July 28, 1995
Teacher	Theresa Mendoza	June 19 - July 28, 1995
Teacher	Tim Jones	June 19 - July 28, 1995
Teacher	Tom Podgorski	June 19 - July 28, 1995
Teacher	Susan Gaustad	June 19 - July 28, 1995
Teacher	Al Martinez	June 19 - July 28, 1995
Teacher	Pat Thompson	June 19 - July 28, 1995
Teacher	John Hill	June 19 - July 28, 1995
Teacher	Dan Weatherford	June 19 - July 28, 1995
Teacher	Gene Erickson	June 19 - July 28, 1995
Teacher	Gloria Hill	June 19 - July 28, 1995

Personnel Report #22

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Summer Instruction Program: as listed below, paid at summer school rate of pay, assigned on an as needed basis; continued employment dependent upon enrollment. Dates listed below exclude July 4, 1995.

Teacher	Lucinda Kane	June 19 - July 28, 1995
Teacher	Gary Golden	June 19 - July 28, 1995
Teacher	Humberto Lizarraga	June 19 - July 28, 1995
Teacher	Terri Stevens	June 19 - July 28, 1995
Teacher	Allan Stringer	June 19 - July 28, 1995
Teacher	Devi Curtis	June 19 - July 28, 1995
Teacher	Paul Horn	June 19 - July 28, 1995
Teacher	Victor Centeno	June 19 - July 28, 1995
Teacher	Harold Porter	June 19 - July 28, 1995
Teacher	Chris Metzger	June 19 - July 28, 1995
Teacher	Loretta Pearce	June 19 - July 28, 1995
Teacher	Gene Mitchell	June 19 - July 28, 1995
Teacher	Charles Guzman	June 19 - July 28, 1995
Teacher	Ernie Wright	June 19 - July 28, 1995
Teacher	William Carroll	June 19 - July 28, 1995
Teacher	Franklin Cohens	June 19 - July 28, 1995
Teacher	Ed Luna	June 19 - July 28, 1995
Teacher	Ray Marisnick	June 19 - July 28, 1995
Teacher	Gloria Cabrera	June 26 - July 21, 1995
Teacher	Kim Hagen	June 19 - July 28, 1995
Teacher	Lauretta Cortez	June 19 - July 28, 1995
Teacher	Todd Moerer	June 19 - July 28, 1995
Teacher	Stephanie Timar	June 19 - July 28, 1995
Teacher	Kelly Krockner	June 19 - July 28, 1995
Teacher	John Martin	June 19 - July 28, 1995
Teacher	Paul Wakefield	June 19 - July 28, 1995
Teacher	Alma Guzman	June 19 - July 28, 1995
Teacher	Rhonda West	June 19 - July 28, 1995
Teacher	Ric Slagle	June 19 - July 28, 1995
Teacher	Paul Kumamoto	June 19 - July 28, 1995
Teacher	Monica Werwee	June 19 - July 28, 1995
Teacher	Jerry Bowman	June 19 - July 28, 1995
Teacher	Nate Hass	June 19 - July 28, 1995
Teacher	Stella Sloan	June 19 - July 28, 1995
Teacher	John Durham	June 19 - July 28, 1995
Teacher	Ron Mangiamelli	June 19 - July 28, 1995
Teacher	Paul Binns	June 19 - July 28, 1995
Teacher	Bill Pine	June 19 - July 28, 1995
Teacher	Mack White	June 19 - July 28, 1995
Teacher	Chuck Armenta	June 19 - July 28, 1995
Teacher	Will Murray	June 19 - July 28, 1995
Teacher	Chuck Riggs	June 19 - July 28, 1995
Teacher	Keith King	June 19 - July 28, 1995

Personnel Report #22

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Summer Instruction Program: as listed below, paid at summer school rate of pay, assigned on an as needed basis; continued employment dependent upon enrollment. Dates listed below exclude July 4, 1995.

Teacher	Virginia Huckaby	June 19 - July 28, 1995
Teacher	Kathy Schroeder	June 19 - July 28, 1995
Teacher	Mark Gard	June 19 - July 28, 1995
Teacher	Cheryl Boyce	June 19 - July 28, 1995
Teacher	Shirley Gonzalez	June 19 - July 28, 1995
Teacher	Guy Vanderveen	June 19 - July 28, 1995
Teacher	Patricia Prosser	June 19 - July 28, 1995
Teacher	Donna Staub	June 19 - July 28, 1995
Teacher	S.K. Murphy	June 19 - July 28, 1995
Teacher	Kelly Dodd	June 26 - July 21, 1995
Teacher	Dale Johnson	June 19 - August 4, 1995
Teacher	Annette Nickson	June 19 - August 4, 1995
Teacher	John Radovich	June 19 - August 4, 1995
Teacher	Gareth Richards	June 19 - July 15, 1995
Teacher (SDC)	Roger Ochs	June 19 - July 14, 1995
Teacher (SDC)	Vera Smith	June 19 - July 14, 1995
Teacher (SDC)	Donnalee Peccerilli	June 19 - July 14, 1995
Teacher (SDC)	Lynne Ridge	June 19 - July 14, 1995
Teacher (SDC)	Sandy Young	June 19 - July 14, 1995
Teacher (SDC)	Debbie England	June 19 - July 14, 1995
Teacher (SDC)	Patricia Villalobos	June 19 - July 14, 1995
Teacher (SDC)	Shelly Logan	June 19 - July 14, 1995
Teacher (SDC)	Libbern Cook	June 19 - July 14, 1995
Teacher (SDC)	Marilyn Gallagher	June 19 - July 14, 1995
Teacher (SDC)	Vince Tieri	June 19 - July 14, 1995
Teacher (SDC)	Katherine Hendrick	June 19 - July 14, 1995
Teacher (SDC)	Chris Lorenz	June 19 - July 14, 1995
Teacher (SDC)	Lori Smith	June 19 - July 14, 1995
Teacher (SDC)	Vera Walker	June 19 - July 14, 1995
Teacher (SDC)	Kathy Drost	June 19 - July 14, 1995
Teacher (SDC)	Jay Hammer	June 19 - July 14, 1995
Lang., Speech & Hear.	Lynnee Tieri	June 19 - July 14, 1995
Lang., Speech & Hear.	Brooke Martinez	June 19 - July 14, 1995
Lang., Speech & Hear.	Robin Thompson	June 19 - July 14, 1995
Psychologist	Irwin Condit	June 19 - July 14, 1995
Psychologist	Steve Eimers	June 19 - July 14, 1995
Nurse	Sally Tuntland	June 19 - July 14, 1995

Personnel Report #22

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Summer Instruction Program: to serve as a substitute; paid at summer school rate of pay; June 19 - July 28, 1995.

Lisa Levine  
Christy Rizzo  
Doug Stevens  
James Rose  
Terri Moran  
Kathy Norwood  
Jeff Jacobs  
Jim Rodriguez  
Gary Lesh  
Kevin White

Rudy Monge  
Stan Rowland  
Deanna Wickersheim  
Annmarie Weaver  
Sheila Medina  
Barbara Boatwright  
Lisa Obershaw  
Debbie Bennett  
Bob Green

Hugo Nevarez  
Steve Sigloch  
Carole Zuloaga  
Mike McGuire  
Charles Meyerett  
Julie Parker  
Scott Steinbrinck  
Marcia Rivero  
Marci Lane

Substitute Assignment

Teacher	Ms. Deborah Perkins 7783 Jones Peak Riverside, CA 92509	As needed 30-Day Emergency Permit
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CLASSIFIED PERSONNEL

Regular Assignment

Secretary	Ms. Joy Luna 25090 Monroe Avenue Murrieta, CA 92562	Effective August 21, 1995 Work Year D
Benefits Technician	Ms. Lori Sheffler 25395 Orchid Court Moreno Valley, CA 92553	Effective July 3, 1995 Work Year A

Promotion

From Instructional Aide to Clerk-Typist	Ms. Cathy Grover-Boughan 3187 Mohawk Trail Riverside, CA 92503	Effective August 29, 1995 Work Year E1 Part-time
From Custodian to Lead Night Custodian	Mr. John Thornton 207 W. Morgan Rialto, CA 92376	Effective July 3, 1995 Work Year A

Personnel Report #22

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Bilingual Education; to provide clerical assistant for Title VII Project; June 19-30, 1995; not to exceed 60 hours total; appropriate hourly rate of pay.

Clerk-Typist                      Malvis Goni

Bilingual Education; to assist staff in preparing testing materials; June 23, 1995; not to exceed six (6) hours each; appropriate hourly rate of pay.

Bil. Language Tutor              Estela Sanchez  
Bil. Language Tutor              Esther Ruvalcaba

Education Support Services; peak load assistance for end of the year expulsions; June 19-30, 1995; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Clerk-Typist                      Terri Bierwirth

Education Support Services; peak load assistance for end of the year discipline and special education; June 19-30, 1995; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Translator/Clerk-Typ.      Theresa Beckman

Education Support Services; to process and assist with special education summer school and prepare for fall; June 15-30, 1995; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Clerk-Typist                      Roberta Hamersma

Education Support Services; to process and assist with special education summer school and prepare for fall; June 23, 1995 through July 14, 1995; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Secretary                          Rebecca Larson

Food Services; closing of kitchens for the summer; June 16, 1995; not to exceed eight hours each; appropriate hourly rate of pay.

Cafeteria Assistant II	Sharon Miller
Cafeteria Assistant II	Gloria Calderon
Cafeteria Assistant II	Sally Frias
Cafeteria Assistant II	Elisa Cabrera
Cafeteria Assistant II	Alice Shields
Food Service Clerk	Sophie Gonzales
Cafeteria Assistant II	Shirley Sinsley
Cafeteria Assistant I	Maria Carranza
Cafeteria Assistant I	Rosa Del Real



Personnel Report #22

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Food Services; closing of kitchens for the summer; June 16, 1995; not to exceed eight hours each; appropriate hourly rate of pay.

Cafeteria Assistant I      Sherry Beale  
Cafeteria Assistant I      Guadalupe Velazquez

Preschool; to provide assistance in Head Start classroom; June 14-22, 1995; not to exceed 20 hours total; appropriate hourly rate of pay.

Preschool Teacher      Angie Klawitter

Preschool; to process Head Start/Preschool registration paperwork; June 14-30, 1995; not to exceed 104 hours total; appropriate hourly rate of pay.

Preschool Teacher      Celia Diaz

Ina Arbuckle Elementary; to supervise at PTA Meeting/Talent Show; June 1, 1995; not to exceed 2.5 hours total; appropriate hourly rate of pay.

Campus Supervisor      Annette Thompson

Ina Arbuckle Elementary; to attend Peacebuilders staff meeting; June 13, 1995; not to exceed one (1) hour each; appropriate hourly rate of pay.

Instructional Aide      Tracy Edwards  
Activity Supervisor      Jessica Marshall

Sunnyslope Elementary; to order materials and supplies, perform clerical duties, etc.; June 19-30, 1995; not to exceed 100 hours total; appropriate hourly rate of pay.

Clerk-Typist      Kathie Resendez  
Instructional Aide      Elizabeth Lopez  
Instructional Aide      Elizabeth Franks

Summer Instruction Program; as listed below, paid at regular hourly rate of pay, assigned on an as needed basis; continued employment dependent upon enrollment. Dates listed below exclude July 4, 1995.

Instructional Aide	Bernardine Brown	June 19 - July 14, 1995
Instructional Aide	Velia Lara	June 19 - July 14, 1995
Instructional Aide	Mary Flores	June 19 - July 14, 1995
Instructional Aide	Dorothy Tyler	June 19 - July 14, 1995
Instructional Aide	Margaret Morales	June 19 - July 14, 1995
Instructional Aide	Dorothy Turner	June 19 - July 14, 1995
Instructional Aide	Donna Stoddard	June 19 - July 14, 1995
Instructional Aide	Mary Moreno	June 19 - July 14, 1995

Personnel Report #22

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Summer Instruction Program: as listed below, paid at regular hourly rate of pay, assigned on an as needed basis; continued employment dependent upon enrollment. Dates listed below exclude July 4, 1995.

Instructional Aide	Mary Ray	June 19 - July 14, 1995
Instructional Aide	Cherilyn Lester	June 19 - July 14, 1995
Instructional Aide	Ellen Vanta	June 19 - July 14, 1995
Instructional Aide	Margaret Mahoney	June 19 - July 14, 1995
Instructional Aide	Maria Aguirre	June 19 - July 14, 1995
Instructional Aide	Yolanda Balderama	June 19 - July 14, 1995
Instructional Aide	Pat Flores	June 19 - July 14, 1995
Instructional Aide	Gloria Worthington	June 19 - July 14, 1995
Instructional Aide	Catherine Bloom	June 19 - July 23, 1995
Campus Supervisor	Dee Popp	June 19 - July 28, 1995
Campus Supervisor	Nancy Holt	June 19 - July 28, 1995
Campus Supervisor	Dwight Hunter	June 19 - July 14, 1995
Campus Supervisor	Harrison Cole	June 19 - July 28, 1995
Campus Supervisor	John Mosher	June 19 - July 28, 1995
Campus Supervisor	Annette Thompson	June 19 - July 28, 1995
Assist. Prin. Sec.	Marie Johnson	June 19 - July 28, 1995
NVHS Secretary	Lou Layton	June 26 - July 14, 1995
Clerk-Typist	Linda Edwards	June 19 - July 28, 1995
Clerk-Typist	Sandra Michelson	June 19 - July 14, 1995
Clerk-Typist	Katie Minnear	June 19 - July 28, 1995
Bus Driver-Spec. Stu.	Carol Radford	June 19 - July 14, 1995
Bus Driver-Spec. Stu.	Renee Stones	June 19 - July 14, 1995
Bus Driver-Spec. Stu.	Evalena McBride	June 19 - July 14, 1995
Bus Driver-Spec. Stu.	Flora Cruz	June 19 - July 14, 1995
Bus Driver-Spec. Stu.	Lucille Sullivan	June 19 - July 14, 1995
Bus Driver-Spec. Stu.	Kathleen Sollows	June 19 - July 14, 1995
Bus Driver	Sharron McElyea	June 19 - July 14, 1995
Bus Driver	Gloria James	June 19 - July 14, 1995
Bus Driver	Katie Brown	June 19 - July 14, 1995
Bus Driver	Elma Hernandez	June 19 - July 14, 1995
Bus Driver	Denise Stewart	June 19 - July 14, 1995
Bus Driver	Adrienne Canup	June 19 - July 14, 1995
Bus Driver	Pam Sierra	July 10 - August 4, 1995
Bus Driver	Rita Fine	July 24 - August 31, 1995
Bus Driver	Andrea Aguirre	July 24 - August 18, 1995
Bus Driver	Virginia Walters	June 26 - July 31, 1995
Cafe. Assist. II	Sally Frias	June 19 - August 31, 1995
Cafe. Assist. II	Mary Mills	June 20 - July 28, 1995
Cafe. Assist. II	Susan Robertson	July 21 - August 31, 1995
Cafe. Assist. II	Peggy Junker	July 24 - August 18, 1995
Cafe. Assist. I	Keisha Martin	July 21 - August 31, 1995
Food Service Clerk	Sophie Gonzalez	June 26 - August 28, 1995
Ind. Study Assistant	Karen Boyd	June 19 - June 30, 1995

Personnel Report #22

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Summer Instruction Program; as listed below, paid at regular hourly rate of pay, assigned on an as needed basis; continued employment dependent upon enrollment. Dates listed below exclude July 4, 1995.

Ind. Study Assistant	Tracy Edwards	June 19 - August 2, 1995
Ind. Study Assistant	Joanne Glier	June 19 - August 2, 1995
Ind. Study Assistant	Heather Smith	June 19 - August 2, 1995
Ind. Study Assistant	Teresa Regalado	July 3 - August 2, 1995

Summer Instruction Program; to serve as a substitute; paid at regular rate of pay; June 19 - August 28, 1995.

Instructional Aide	Donna Liggan
Instructional Aide	Genevieve Sanchez
Instructional Aide	Alisa Miller
Instructional Aide	Victoria Postil
Instructional Aide	Debbie Muro
Instructional Aide	Katherine Womack
Instructional Aide	Betsy Gullick
Instructional Aide	Debbie Ramirez
Campus Supervisor	Karin Russell
Clerk-Typist	Brenda Wolk
Clerk-Typist	Maureen Zimmer
Clerk-Typist	Patsy Stone
Elem. Secretary	Linda Chard
Preschool Teacher	Janice Kidd
Senior Fiscal Clerk	Vicky Painter
Assist. Prin. Secretary	Helen Haney
Instructional Aide	Jennifer Pfaff

Substitute Assignment

Custodian	Mr. Paul Fine Jr. 5681 Jones Avenue Riverside, CA 92505	As needed
Campus Supervisor	Ms. Kim Graf 5385 Capary Riverside, CA 92509	As needed

Personnel Report #22

CLASSIFIED PERSONNEL

Leave of Absence

Activity Supervisor	Ms. Lori Curles 4843 Bay Meadow Drive Riverside, CA 92509	Unpaid Special Leave effective June 5, 1995 through September 5, 1995 without compensation, health and welfare benefits, increment advancement or the accrual of seniority for layoff or reduction in force purposes.
Instructional Aide	Ms. Elizabeth Johnson 1305 Orange Street Riverside, CA 92501	Unpaid Special Leave effective June 16, 1995 through June 14, 1996 without compensation, health and welfare benefits, increment advancement or the accrual of seniority for layoff or reduction in force purposes.

Resignation

Bilingual Language Tutor	Ms. Maxine Lopez 11330 Mercury Court Mira Loma, CA 91752	Effective July 1, 1995
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Expiration of Eligibility Period for Reemployment  
(E.C. #45298)

Custodian-Floor Crew	Mr. John Thornton 207 W. Morgan Rialto, CA 92376	Effective June 23, 1995
Maintenance Worker	Mr. Tim Bernhard 4706 Shetland Lane Riverside, CA 92509	Effective June 23, 1995

MANAGEMENT PERSONNEL

Regular Assignment

Head Custodian-Middle School	Mr. Alan Altieri 23658 Tonada Lane Moreno Valley, CA 92557	Effective July 3, 1995 Work Year A
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Personnel Report #22

MANAGEMENT PERSONNEL

Voluntary Demotion

From Supervisor- Food Services to Cafeteria Manager- Middle School	Ms. Carolyn Hopkins 5407 Rutile Riverside, CA 92509	Effective July 1, 1995 Work Year E1
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Expiration of Eligibility Period for Reemployment  
(E.C. #45298)

Supervisor of Custodial Services	Ms. Melinda Weitzel 4011 Opal Street Riverside, CA 92509	Effective June 23, 1995
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OTHER PERSONNEL

Short-Term Assignment

Education Support Services; to serve as a Peak Load Clerk; June 5, 1995 through June 15, 1995; not to exceed 72 hours each; \$8.23 per hour.

Peak Load Clerk	Joy Luna
Peak Load Clerk	Maria Garcia

JTPA Program; to serve as a Peer Group Counselor; June 5, 1995 through September 30, 1995; not to exceed 40 hours per week each; \$7.00 per hour.

Peer Group Counselor	Eric Alonso
Peer Group Counselor	Alison Umscheid

The above actions are recommended for approval:

  
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Kent Campbell, Assistant Superintendent-Personnel Services

# RIVERSIDE REGIONAL EDUCATION DATA CENTER

REPORT: APS/APS550/01  
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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 05/13/95 - 06/02/95  
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
P85355	100	178 00	NON SPECIFIC	EASTMAN PRODUCTS	WAREHOUSE/STOCK		2,210.51
P85358	100	178 00	GENERAL SUPPORT WAREHOUSE	W.T. BILLARD	WAREHOUSE-EQUIPMENT		484.88
P85361	100	178 00	FACILITIES ACQUISITION - CAPI	AMPOWER ELECTRIC	MAINT-OTHER SERVICES		1,533.00
P85397	100	178 00	FACILITIES	CALIPER CORPORATION	TRANS-EQUIPMENT		425.61
P85401	100	196 00	VOC ED-TRADE & INDUSTRIAL	COMP USA	RHS-INSTRUCTIONAL MATERIALS		407.08
P85418	100	178 00	FACILITIES	VIRCO MANUFACTURING COMPANY	GH-EQUIPMENT		737.85
P85426	100	197 00	GENERAL EDUCATION - SECONDARY	BELL RENTS	JVHS-INSTRUCTIONAL MATERIALS		1,242.00
P85428	100	178 00	GENERAL SUPPORT GROUNDS	EMPIRE MOWERS	MAINTENANCE-EQUIPMENT REPLACEMENT		726.53
P85429	100	178 00	GENERAL SUPPORT OPERATIONS SE	PROTECTION SERVICES, INC.	VAN BUREN-REPAIRS		1,120.00
P85431	100	178 00	GENERAL SUPPORT GROUNDS	DESERT IRRIGATION & PIPE	MAINTENANCE-OPERATION SUPPLIES		995.87
P85432	100	178 00	GENERAL SUPPORT GROUNDS	EMPIRE FORD NEW HOLLAND TRA	MAINTENANCE-OPERATION SUPPLIES		646.50
P85450	100	178 00	FACILITIES	OAK TREE PRODUCTS (BOB FARE	GH-EQUIPMENT		718.69
P85457	100	178 00	PUPIL SERVICES HEALTH	COMP USA	EC-EQUIPMENT		948.09
P85463	100	178 00	FACILITIES ACQUISITION - CAPI	HOME DEPOT	MAINT-OTHER SERVICES		482.34
P85466	100	197 00	STUDENT ACTIVITIES	FULLER ENGINEERING	JVHS-OPEN PO-INSTRUCTIONAL MATERIALS		1,048.61
P85470	100	178 00	INSTRUCTION GENERAL EDUCATION	COMPUTER SERVICE & SALES	WHSE-REPAIRS BY VENDOR		401.88
P85475	100	000 00	SELF-CONTAINED CLASSROOM	CASTLE AMUSEMENT PARK	VAN BUREN-ADMISSION FEES		1,287.00
P85495	100	195 00	CONTINUATION EDUCATION	NETEL	NV-INSTRUCTIONAL MATERIALS		800.00
P85503	100	196 00	STUDENT ACTIVITIES	ALL PURE CHEMICAL COMPANY	RHS/JVHS-INSTRUCTIONAL SUPPLIES		1,440.25
P85510	100	000 00	SELF-CONTAINED CLASSROOM	CUCAMONGA-GUASTI REGIONAL P	VAN BUREN-ADMISSION FEES		204.00
P85521	100	197 00	SUMMER SCHOOL	SCANTRON	JVHS-INSTRUCTIONAL MATERIALS		366.35
P85522	100	178 00	FACILITIES ACQUISITION - CAPI	WHITE CAP INDUSTRIES	VB-OTHER SERVICES		460.22
P85537	100	181 00	SELF-CONTAINED CLASSROOM	ACADEMIC BOOK SERVICES	MB-INSTRUCTIONAL MATERIALS		653.23
P85538	100	184 00	SCHOOL ADMINISTRATION	EASTMAN PRODUCTS	RL-OFFICE SUPPLIES		403.44

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# RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 05/13/95 - 06/02/95  
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
P85545	100	190	00	SELF-CONTAINED CLASSROOM	EBSCO SUBSCRIPTION SERVICES	JMS-PERIODICALS	541.06
P85547	100	184	00	SELF-CONTAINED CLASSROOM	EBSCO SUBSCRIPTION SERVICES	RL-PERIODICALS	221.70
P85553	100	176	00	GEN SUPP DIST ADMIN FISCAL SE	MYERS-STEVENS	ED CTR-RM 7-TELEPHONE	1,500.00
P85585	100	197	00	STUDENT ACTIVITIES	FULLER ENGINEERING	JVHS-INSTRUCTIONAL SUPPLIES (O.P.O.)	3,000.00
P85586	100	188	00	SELF-CONTAINED CLASSROOM	KELLY PAPER COMPANY	SC-INSTRUCTIONAL MATERIALS (O.P.O.)	500.00
P85590	100	178	00	GEN SUPPORT DIST ADMIN SAFETY	SHAMROCK EQUIPMENT CO.	ED CTR-EQUIPMENT	840.45
P85592	100	195	00	SCHOOL ADMINISTRATION	ACCREDITING COMMISSION	ED CTR-ACCREDITATION	1,650.00
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							FUND TOTAL 27,997.14
							TOTAL NUMBER OF PURCHASE ORDERS 31
P85395	101	173	00	E.C.I.A. CHAPTER 1	CONNECTIX CORP	GRANITE HILL-INSTRUCTIONAL MATERIAL	934.41
P85399	101	197	00	VOCATIONAL EDUCATION ACT PL94	COMP USA	JVHS/EQUIPMENT	1,831.75
P85403	101	197	00	VOCATIONAL EDUCATION ACT PL94	COMP USA	JVHS-EQUIPMENT	3,400.58
P85407	101	196	00	VOCATIONAL AGRICULTURE INCENT	JOHN WILKINS	RHS-AG-INSTRUCTIONAL MATERIALS	400.00
P85409	101	178	00	FEDERAL PRESCHOOL PROGRAM	TOY'S ARE US	ED CENTER-SPECIAL EDUCATION	300.00
P85412	101	187	00	E.C.I.A. CHAPTER 1	NAT'L. BUSINESS ED. ALLIANCE	WR-CONF. 5/23/95 2 EMPS.	500.00
P85414	101	178	00	S.I.P. (SCHOOL IMPROVEMENT PR	MCGRATH'S	ED CTR-RM4/OTHER SUPPLIES	245.13
P85415	101	178	00	E.C.I.A. CHAPTER 1	MCGRATH'S	ED CTR-RM 4/SUPPLIES	727.31
P85444	101	182	00	E.C.I.A. CHAPTER 1	CORPORATE EXPRESS (HANSON O	PA-EDUCATIONAL SUPPLIES & EQUIPMENT	350.61
P85445	101	178	00	E.C.I.A. CHAPTER 1	APPLE COMPUTER-SUPPORT CENT	ED CTR-RM 4-EQUIPMENT	3,527.74
P85447	101	178	00	E.C.I.A. CHAPTER 1	APPLE COMPUTER-SUPPORT CENT	ED CTR-RM 4-EQUIPMENT	11,964.56
P85456	101	182	00	E.C.I.A. CHAPTER 1	VON'S MARKET (LIMONITE AVE)	PA-OPEN P.O.- SUPPLIES	250.00
P85458	101	178	00	E.C.I.A. CHAPTER 1	APPLE COMPUTER-SUPPORT CENT	ED CTR-RM-4-EQUIPMENT	7,538.19
P85459	101	178	00	E.C.I.A. CHAPTER 1	SEHI COMPUTER PRODUCTS	ED CENTER-RM4-EQUIPMENT	1,991.22

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# RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 05/13/95 - 06/02/95  
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
P85460	101	173 00	E.C.I.A. CHAPTER 1	VALCOM COMPUTER CENTER		GRANITE HILL-SUPPLIES	813.51
P85461	101	173 00	E.C.I.A. CHAPTER 1	MAC WAREHOUSE-ACCOUNT #3344		GRANITE HILL-SUPPLIES	754.25
P85462	101	173 00	E.C.I.A. CHAPTER 1	BERKELEY SYSTEMS		GRANITE HILL-SUPPLIES	258.38
P85471	101	186 00	SB1274 RESTRUCTURING/PLANNING	SCHOLASTIC NETWORK		VAN BUREN-OTHER SERVICES	231.66
P85472	101	178 00	E.C.I.A. CHAPTER 1	APPLE COMPUTER-SUPPORT CENT		ED CENTER-OTHER SUPPLIES	383.59
P85473	101	178 00	NON-AGENCY ACYF HEADSTART	INLAND FRAME		EC-OTHER SUPPLIES	215.50
P85474	101	183 00	E.C.I.A. CHAPTER 1	WRIGHT GROUP, THE		PED-INSTRUCTIONAL MATERIALS	1,720.98
P85479	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR	VON'S MARKET (LIMONITE AVE)		PEDLEY-INSTRUCTIONAL MATERIALS	300.00
P85480	101	183 00	E.C.I.A. CHAPTER 1	VON'S MARKET (LIMONITE AVE)		PEDLEY-INSTRUCTIONAL MATERIALS	350.00
P85483	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR	EL POLLO LOCO		GRANITE HILL-SUPPLIES	325.00
P85484	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR	CALICO BLUE RIBBON AWARDS		PEDLEY-INSTRUCTIONAL MATERIALS	250.00
P85485	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR	DIANES CUSTOM TROPHIES & AW		PEDLEY-INSTRUCTIONAL MATERIALS	500.00
P85500	101	178 00	NON-AGENCY ACYF HEADSTART	PACIFIC DESIGN CONCEPTS		ED CTR-OTHER EQUIPMENT	19,220.63
P85513	101	178 00	FEDERAL PRESCHOOL PROGRAM	BEST BUY		EC-OTHER EQUIPMENT	5,672.84
P85514	101	178 00	FEDERAL PRESCHOOL PROGRAM	VALCOM COMPUTER CENTER		EC-OTHER EQUIPMENT	218.50
P85526	101	187 00	E.C.I.A. CHAPTER 1	VON'S MARKET (LIMONITE AVE)		W.RIV. PROJECTS-INSTRUCTIONAL MATERIA	400.00
P85531	101	178 00	E.C.I.A. CHAPTER 1	EDUCATION FUNDING RESEARCH		ED CTR-RM 4-REFERENCE BOOKS	209.99
P85532	101	178 00		PARENT INSTITUTE, THE		ED CTR-RM 4-PERIODICALS	770.00
P85535	101	182 00	E.C.I.A. CHAPTER 1	AMERICAN ACADEMIC		PA-EQUIPMENT	1,006.04
P85536	101	184 00	S.I.P. (SCHOOL IMPROVEMENT PR	ETA-EDUCATIONAL TEACHING AI		RL-INSTRUCTIONAL MATERIALS	436.39
P85539	101	182 00	E.C.I.A. CHAPTER 1	SEHI COMPUTER PRODUCTS		PA-EQUIPMENT	1,084.50
P85556	101	182 00	E.C.I.A. CHAPTER 1	CM SCHOOL SUPPLY CO.		PA-INSTRUCTIONAL MATERIALS	300.00
P85560	101	178 00	S.I.P. (SCHOOL IMPROVEMENT PR	EDUCATION FUNDING RESEARCH		ED CTR-RM4/PERIODICALS	298.00
P85591	101	178 00	E.C.I.A. CHAPTER 1	APPLE COMPUTER-SUPPORT CENT		ED CTR-RM 4-EQUIPMENT & OFFICE SUPPL	4,053.50

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# RIVERSIDE REGIONAL EDUCATION DATA CENTER

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## REPORT OF PURCHASES

05/13/95 - 06/02/95  
PURCHASES OVER \$200

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REF	FUND LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	FUND TOTAL	TOTAL NUMBER OF PURCHASE ORDERS
PURCHASE ORDERS TO BE RATIFIED					73,734.76	38
P85527	102 188 00	INSTRUCTIONAL PROGRAM	MCCRACKEN EDUC SVCS USA, INC	SC-INSTRUCTIONAL MATERIAL	234.90	
					234.90	1
P85154	103 178 00	GEN SUPPORT TRANS-HOME TO SCH ASSOCIATED DIESEL		TRANSP/VENDOR REPAIRS	744.64	
P85356	103 178 00	GEN SUPPORT TRANS-HOME TO SCH FIRE-BANN CORP.		TRANS-REPAIRS	1,300.00	
P85357	103 178 00	GEN SUPPORT TRANS-HOME TO SCH SCHLAMMAN'S SERVICE		TRANS-SERVICES	400.00	
P85408	103 178 00	GEN SUPPORT TRANS-HOME TO SCH SEARS ROEBUCK & COMPANY		TRANS-SMALL TOOLS	538.73	
P85411	103 178 00	INSTRUCTIONAL PROGRAM	CAMERA WORLD OF OREGON	RHS-EQUIPMENT	901.38	
P85427	103 178 00	GEN SUPPORT TRANS-HOME TO SCH BOB KEIRNS FRONT END SERVIC		TRANSPORTATION-REPAIRS	352.05	
P85478	103 178 00	INSTRUCTIONAL PROGRAM	APPLE COMPUTER-SUPPORT CENT	ED CTR-RM 13-EQUIPMENT	1,448.16	
					5,684.96	7
P85349	119 178 00	GENERAL SUPPORT, MAINTENANCE, KAMAN INDUSTRIAL TECHNOLOGI		MAINTENANCE-SUPPLIES	206.36	
P85351	119 178 00	GENERAL SUPPORT, MAINTENANCE, AMES SUPPLY CO.		MAINTENANCE-SUPPLIES	552.69	
P85352	119 178 00	GENERAL SUPPORT, MAINTENANCE, XEROX CORP - PARTS ORDER DE		MAINTENANCE-SUPPLIES	2,831.56	
P85353	119 178 00	GENERAL SUPPORT, MAINTENANCE, UNIVERSITY COPY SYSTEMS, IN		MAINTENANCE-SUPPLIES	214.25	
P85453	119 178 00	GENERAL SUPPORT, MAINTENANCE, CONSOLIDATED ELECTRICAL DIS		MAINTENANCE-SUPPLIES	2,489.03	
P85481	119 178 00	GENERAL SUPPORT, MAINTENANCE, HOWARD INDUSTRIES		MAINTENANCE-SUPPLIES	263.99	
P85518	119 178 00	GENERAL SUPPORT, MAINTENANCE, E. R. BLOCK PLUMBING CO.		EC&HMS-REPAIRS	1,005.48	

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# RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 05/13/95 - 06/02/95  
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	FUND TOTAL	TOTAL NUMBER OF PURCHASE ORDERS
					PURCHASE ORDERS TO BE RATIFIED		
P85400	330	196	11		FACILITIES ACQUISITION - CAPI CREATIVE COMPUTERS (MAC MAL		
					RHS (F&E)-EQUIPMENT	2,456.67	
P85417	330	196	11		FACILITIES ACQUISITION - CAPI THOMPSON ENGINEERING CO		
					RHS (F&E)-EQUIPMENT	8,330.03	
P85419	330	196	11		FACILITIES ACQUISITION - CAPI SARGENT-WELCH SCIENTIFIC CO		
					RHS-EQUIPMENT	446.09	
P85559	330	196	11		FACILITIES ACQUISITION - CAPI MEMORY DIRECT		
					RHS F&E-EQUIPMENT	7,196.62	
					FUND TOTAL	18,429.41	
					TOTAL NUMBER OF PURCHASE ORDERS		4
P85449	700	178	00		STATE PRESCHOOL AB-451		
					FUN DAZZLE		
					VB-ADMISSION FEES	280.00	
					FUND TOTAL	280.00	
					TOTAL NUMBER OF PURCHASE ORDERS		1
P84478	930	186	00		GENERAL SUPPORT, MAINTENANCE, BRICKLEY CONSTRUCTION		
					EMERGENCY PO	3,871.50	
					FUND TOTAL	3,871.50	
					TOTAL NUMBER OF PURCHASE ORDERS		1
					90 PURCHASE ORDERS OVER \$200.00 FOR A TOTAL AMOUNT OF	137,796.03	
					83 PURCHASE ORDERS UNDER \$200.00 FOR A TOTAL AMOUNT OF	7,515.97	
					FOR A GRAND TOTAL OF	145,312.00	

RECOMMEND APPROVAL:   
 Director of Purchasing

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# RIVERSIDE REGIONAL EDUCATION DATA CENTER

COUNTY: 33 RIVERSIDE  
DISTRICT: 46 JURUPA UNIFIED

## REPORT OF PURCHASES

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PURCHASES OVER \$1

## DISBURSEMENT ORDERS

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D45005	100	178 00	PUPIL SERVICES HEALTH	ALLEN, IRENE	D22004 MILEAGE	73.65
D45007	100	178 00	GENERAL SUPPORT DISTR ADMIN A	BANKCARD SERVICES	D22005 APR 95 BANK CHARGES	27.84
D45009	100	178 00	INSTRUCTION SUPPORT CURRICULU	BRENNAN, TINA	D22007 MILEAGE	29.32
D45010	100	178 00	PUPIL SERVICES PSYCHOLOGISTS	CLAUDER, LANA	D22008 MILEAGE	25.83
D45011	100	178 00	PUPIL SERVICES PSYCHOLOGISTS	CONDIT, IRWIN	D22009 MILEAGE	14.11
D45012	100	178 00	GEN. SUPPORT DISTRICT ADMINIS	CITY OF RANCHO CUCAMONGA	D22010 PROF SERV GH	300.00
D45014	100	178 00	INSTR. GEN EDUCATION, HOME TE	COOK, LIBBERN	D22012 MILEAGE	72.60
D45016	100	178 00	CFD ADMIN REIMB	DAVID TAUSSIG AND ASSOC., I	D22014 PROF SERV CFD & CO MITIGATION	591.40
D45017	100	178 00	GENERAL SUPPORT GROUNDS	DICKINSON, STEVE	D22015 MILEAGE	75.51
D45021	100	178 00	GEN SUPPORT DIST ADMIN SUPERI	FAREY, JO ANNE	D22019 MILEAGE	45.00
D45022	100	199 00	INSTR PROGRAM CONTINUATION ED	HUTCHINS, DAVID	D22020 MILEAGE	36.09
D45023	100	176 00	GENERAL SUPPORT OPERATIONS UT	JURUPA COMMUNITY SERVICES	D22021 APR 95 WATER BILL	4,755.68
D45024	100	178 00	INSTR. GEN EDUCATION, HOME TE	JONES, TIMOTHY	D22022 MILEAGE	66.60
D45026	100	178 00	GENERAL SUPPORT WAREHOUSE	LIVESAY, CECILIA	D22024 MILEAGE	31.32
D45032	100	183 00	SELF-CONTAINED CLASSROOM	PEDLEY ELEMENTARY PTA	D22075 REIMBURSE FOR T-SHIRTS	25.50
D45033	100	178 00	GEN SUPP DIST ADMIN FISCAL SE	POSTMASTER	D22074 REPLENISH POSTAGE MACHINE	2,500.00
D45035	100	175 00	GENERAL SUPPORT OPERATIONS UT	SD CALIFORNIA GAS	D22073 APRIL 1995 GAS BILL	2,387.55
D45036	100	185 00	SELF-CONTAINED CLASSROOM	MATURINO, SUSAN	D22049 EIMBURSE VISIT TO S.F. SCHOOL	132.28
D45038	100	178 00	RIDESHARE PROGRAM	RYAN, SANDY	D22051 MONTHLY RIDESHARE WINNER APR	40.00
D45039	100	196 00	SCHOOL ADMINISTRATION	MCDONOUGH, SHARON	D22052 PROF SERVICES AT RHS	1,675.00
D45040	100	196 00	SCHOOL ADMINISTRATION	NUTT, DIANNA	D22053 PROF SERV AT RHS SPRING CONCE	200.00
D45041	100	178 00	INSTRUCTION SUPP ELEMENTARY E	MENDEZ, MEMO	D22054 REIMBURSE FOR SUPPLIES	26.91
D45042	100	175 00	SELF-CONTAINED CLASSROOM	MURATET, JANET	D22055 REIMBURSE FOR SUPPLIES	54.00
D45047	100	000 00	SELF-CONTAINED CLASSROOM	GLASS, LARRY	D22060 PROF SERV AT S.C. 6-15-95	150.00

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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

## REPORT OF PURCHASES

05/13/95 - 06/02/95  
 PURCHASES OVER \$1

## DISBURSEMENT ORDERS

REF	FUND LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D45050	100 178 00	NON SPECIFIC	POMA DISTRIBUTING CO.	D22063 DIESEL FUEL/GASOLINE IV 22912	7,592.40
D45058	100 199 00	INSTR PROGRAM CONTINUATION	ED PROSSER, TERRY	D22070 MILEAGE REIMBURSE	39.00
D45059	100 199 00	INSTR PROGRAM CONTINUATION	ED SANNER, LEDAIR	D22071 MILEAGE REIMBURSE	33.00
D45063	100 196 00	SCHOOL ADMINISTRATION	HARRIS, TAMMY	D22025 ACCOMPANIST-RHS	75.00
D45064	100 178 00	GENERAL SUPP DISTR ADMIN	PERS ALEXEN, CARL	D22204 REIMB TB SKIN TEST	10.00
D45065	100 178 00	GENERAL SUPP DISTR ADMIN	PERS BACA, DOROTHY	D22205 REIMB FOR ANNUAL PHYSICAL	189.60
D45067	100 196 00	MATHEMATICS	WILLIAM K. BRADFORD PUB. CO	D22207 INSTRUCTIONAL MATERIALS	104.18
D45069	100 178 00	PUPIL SERVICES PSYCHOLOGISTS	ESTRADA, MARY	D22209 MILEAGE	28.04
D45071	100 175 00	SELF-CONTAINED CLASSROOM	FRANKS, ELIZABETH	D22211 REIMB INSTRUCTIONAL MATERIALS	41.98
D45087	100 178 00	GENERAL SUPP DISTR ADMIN	PERS KLEEMAN, CRAIG	D22222 REIMB TB SKIN TEST	60.00
D45092	100 178 00	NON-AGENCY ACT-ED FAC & SUPP	KRUNHEUER, KAREN	D22225 MASTER TEACHER STIPEND	166.70
D45131	100 178 00	GEN SUPPORT DISTR ADMIN	FACIL HENDRICK, BILL	D22220 REIMB CELL PHONE USAGE	62.42
D45132	100 178 00	GENERAL SUPPORT BOARD OF EDUC	HYATT SACRAMENTO	D22097 CONF. 5/30-31/95, 1 EMP	94.08
D45146	100 196 00	SELF-CONTAINED CLASSROOM	CALIF. ACADEMIC DECATHION	D22098 CONF 8/21/95 1 EMP	45.00
D45233	100 000 00	SELF-CONTAINED CLASSROOM	GUASTI PARK	D22148 RESERVE FEE 6-5-95 V.B.	100.00
D45235	100 178 00	NON SPECIFIC	KEENAN AND ASSOCIATES	REIMB. OVRPYMT W/C ZUHSE #1505-94-00	18.00
D45269	100 178 00	GENERAL SUPPORT GROUNDS	PAPA-PEST MANAGEMENT	D22123 CONF 7/19/95 2 EMPS	90.00
D45281	100 178 00	GENERAL SUPPORT BOARD OF EDUC	JURUPA UNIFIED	D22149 REIMBURSE FUND	64.06
D45283	100 182 00	GENERAL SUPPORT OPERATIONS	UT SO CALIFORNIA GAS	D22080 MAY 1995 GAS BILLS	8,653.32
D45284	100 178 00	GENERAL SUPPORT OPERATIONS	UT PACIFIC TELEPHONE	D22079 MAY 1995 PHONE BILL	36.97
D45285	100 178 00	NON SPECIFIC	POMA DISTRIBUTING CO.	D22078 DIESEL FUEL/GASOLINE INV22997	6,785.99
D45286	100 178 00	GENERAL SUPPORT OPERATIONS	UT RUBIDOUX COMMUNITY SERVICES	D22077 APRIL 95 WATER BILL	8,049.93
D45297	100 173 00	GENERAL SUPPORT OPERATIONS	UT SO CALIFORNIA EDISON	D22147 MAPRIL/MAY 95 ELECTRIC BILLS	15,461.71
D45412	100 194 00	SCHOOL ADMINISTRATION	JENSEN, PAUL	D22128 CONF 5/12/95 1 EMP	57.10

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D45307	100	188 00	SCHOOL ADMINISTRATION	PRYOR RESOURCES, INC	D22136 CONF 7/27/95 1 EMP	149.00
D45509	100	196 00	GENERAL EDUCATION - SECONDARY	ROB LIDDLE	D22139 CONF 5/5-6/95 1 EMP	15.00
D45510	100	196 00	AVID	THE AVID CENTER	D22137 CONF 8/24/95 7 EMPS.	175.00
D45511	100	196 00	GENERAL EDUCATION - SECONDARY	VAIL, DON	D22140 CONF 5/5/95 1 EMP	57.00
D45522	100	178 00	RIDESHARE PROGRAM	RUBIDOUX HIGH SCHOOL	D22150 RIDESHARE LUNCH VOUCHERS	170.00
D45524	100	197 00	GENERAL EDUCATION - SECONDARY	SILVER BRIGADE BOOSTER CLUB	D22153 REFUND OF PYMT ON BAND INSTRU	1,000.00
D45525	100	178 00	PUPIL SERVICES PSYCHOLOGISTS	SANDERS, CAROL	D22154 MILEAGE REIMBURSE	9.72
D45527	100	196 00	GENERAL EDUCATION - SECONDARY	RUBIDOUX HIGH SCHOOL	D22190 CONT BRKFST/REFRESHMENTS	336.18
D45529	100	197 00	VDC ED-GAINFUL HOMEMAKING	SHERTZER, MIN	D22157 REIMBURSE FOR SUPPLIES	45.18
D45530	100	178 00	NON SPECIFIC	KNIGHT, JACOB	D22229 RE-ISSUE STALE DATED CHECK	177.18
D45531	100	197 00	FOREIGN LANGUAGE	MEDINA, SHEILA	D22158 REIMBURSE FOR SUPPLIES	15.59
D45532	100	195 00	CONTINUATION EDUCATION	TORBERT, DOUG	D22159 REIMBURSE FOR SUPPLIES	59.76
D45533	100	178 00	RIDESHARE PROGRAM	MORRISON, THOMAS	D22160 MONTHLY RIDESHARE WINNER	40.00
D45534	100	178 00	GENERAL SUPP DISTR ADMIN PERS	GROVER-BOUGHAN, CATHY	D22230 REIMB TB TEST	31.00
D45538	100	178 00	NON SPECIFIC	BAILEY, CHRISTINA	D22235 REISSUE PAY WARRANT	31.40
D45541	100	000 00	SELF-CONTAINED CLASSROOM	ENGELAUF, MARJORIE	D22238 REIMB SUPPLIES	115.81
D45543	100	195 00	CONTINUATION EDUCATION	NUEVA VISTA FACULTY FUND	D22161 REIMBURSE RAM INSTALL & 5 UMP	325.00
D45545	100	178 00	GENERAL SUPP DISTR ADMIN PERS	GALLEGOS, CARLOS	D22241 REIMB EXAM FEE	100.00
D45546	100	178 00	GENERAL SUPP DISTR ADMIN PERS	WARD, TINA	D22162 REIMBURSE FOR SUPPLIES	2.35
D45547	100	196 00	FINE ARTS - ART	HORN, PAUL	D22242 REIMB SUPPLIES	19.30
D45548	100	178 00	GEN SUPPORT DISTR ADMIN FACIL	EVANS, CINDY	D22243 REIMB MILEAGE/PHONE	45.00
D45549	100	172 00	GENERAL SUPPORT OPERATIONS UT	JURUPA COMMUNITY SERVICES	D22227 APRIL/MAY WATER BILL	16,088.68
D45550	100	195 00	CONTINUATION EDUCATION	HUTCHINS, DAVID	D22163 LODGING FOR CCEA CONF 1 EMP	112.52
D45551	100	178 00	GEN SUPP DIST ADMIN FISCAL SE	FEDERAL EXPRESS CORP	D22228 PARCEL SERVICES	41.75

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	AMOUNT
D45553	100	195 00	CONTINUATION EDUCATION	NUEVA VISTA FACULTY FUND	D22164 REIMBURSE CONF FEES - CCEA	170.00
D45558	100	178 00	GENERAL SUPPORT OPERATIONS	CU ROMERO, KATHY	D22167 MILEAGE REIMBURSE	9.34
D45570	100	000 00	SELF-CONTAINED CLASSROOM	HIDDEN VALLEY NATURE CENTE	D22170 PYMT FOR TRIP TO ECOLOGY PROG	195.00
D45611	100	178 00	GEN. SUPPORT DISTRICT ADMINIS	PISARIK, TERESE	D22179 REIMB FEE	100.00
D45612	100	178 00	GENERAL SUPPORT DISTR ADMIN A	PFAFF, JAN	D22180 REIMB MILEAGE	57.60
D45615	100	184 00	SELF-CONTAINED CLASSROOM	ORTEGA, IGNACIO	D22182 REFUND BOOK	3.00
D45617	100	178 00	NON SPECIFIC	RAMIREZ, ANNA	D22184 REISSUE WARRANT	18.00
D45618	100	178 00	NON SPECIFIC	SCHULTZ III, WARREN	D22185 REISSUE WARRANT	10.63
D45619	100	172 00	SELF-CONTAINED CLASSROOM	PADILLA, SYLVIA	D22186 REIMB BOOK	7.61
D45620	100	178 00	NON SPECIFIC	MACHADO, LEOBARDO	D22187 REISSUE WARRANT	23.55
D45621	100	178 00	NON SPECIFIC	SMITH, PIETER	D22189 REISSUE WARRANT	16.63
D45622	100	178 00	NON SPECIFIC	SANDOVAL, EDDIE	D22191 REISSUE WARRANT	31.40
					FUND TOTAL	80,999.85
					TOTAL NUMBER OF DISBURSEMENTS	84
D45015	101	184 00	S.I.P. (SCHOOL IMPROVEMENT PR	DIANES CUSTOM TROPHIES & AW	D22013 INSTRUCTIONAL MATERIALS	10.24
D45018	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR	DUNN, STEVE	D22016 PROF SERV 4/24/95-GH	800.00
D45020	101	196 00	S8 1882-CA PROFESSIONAL DEVEL	FONTANA UNIFIED SCHOOL DIST	D22018 REIMB FOR SUB COVERAGE	100.00
D45025	101	178 00	TOBACCO USE PREVENTION EDUCAT	KIRCHNER, JUNE	D22023 REIMB INSTRUCTIONAL MATERIALS	68.94
D45028	101	190 00	EDUCATION FOR HOMELESS YOUTH/	CROWN STERLING HOTEL	D22095 CONF. 5/25-26/95 1 EMP	88.56
D45029	101	190 00	EDUCATION FOR HOMELESS YOUTH/	CROWN STERLING HOTEL	D22093 CONF 5/25-26/95 1 EMP	88.56
D45030	101	178 00	MENTOR TEACHER PROGRAM - SUPP	RIMS CA. ART PROJECT	D22094 CONF 7/9 & 22/95 2 EMP	900.00
D45037	101	178 00	ECONOMIC IMPACT AID - L E P	RUVALCABA, ESTHER	D22050 MILEAGE REIMBURSEMENT	48.72
D45044	101	178 00	DRUG FREE SCHOOLS	HERNANDEZ, LUIS	D22057 REIMBURSE FOR DATE MATERIALS	410.62

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D45045	101	187 00	S.I.P. (SCHOOL IMPROVEMENT PR MUSIC CENTER		D22058 PROF SERV AT W.R. 6-2-95	588.00
D45046	101	182 00	S.I.P. (SCHOOL IMPROVEMENT PR POOLEY, JOHN		D22059 PROF SERV AT P.A. 6-6-95	245.00
D45048	101	178 00	ESEA T-VII BILINGUAL EDUC ACT LOPEZ, LUPE		D22061 REIMBURSE FOR REFRESHMENTS	7.47
D45049	101	179 00	E.C.I.A. CHAPTER 1	OPTIMUM RESOURCE, INC.	D20062 SOFTWARE INV. #2 MAC 9154-95	142.35
D45052	101	178 00	ESEA T-VII BILINGUAL EDUC ACT LOPEZ, LUPE		D22066 REIMBURSE FOR SUPPLIES	638.50
D45053	101	196 00	VOCATIONAL EDUCATION ACT PL94 RIVERSIDE CO. OFFICE OF EDU		D22065 PYMT FOR PRINTING MEMO FORMS	154.00
D45054	101	178 00	ECONOMIC IMPACT AID - L E P	SANCHEZ, ESTELA	D22067 MILEAGE REIMBURSEMENT	48.72
D45055	101	178 00	ESEA T-VII BILINGUAL EDUC ACT SANCHEZ, ALMA		D22068 MILEAGE REIMBURSEMENT	73.73
D45056	101	189 00	S.I.P. (SCHOOL IMPROVEMENT PR SIEBERS, ELIZABETH		D22069 REIMBURSE FOR SUPPLIES	9.67
D45057	101	178 00	CTEI MIDDLE SCHOOL	SANDHOLTZ, JUDY	D22072 PROF SERV FOR CTEI DOCUMENT	4,067.00
D45066	101	187 00	E.C.I.A. CHAPTER 1	BUCHANAN, THOMAS	D22206 REIMB INSTRUCTIONAL MATERIALS	68.74
D45068	101	178 00	SB 1882-CA PROFESSIONAL DEVEL DR. CARLOS CORTES		D22208 PROF SERV 5/10 & 18/95	1,000.00
D45070	101	178 00	MENTOR TEACHER PROGRAM - SUPP FREEMAN, DAVE		D22210 REIMB INSTRUCTIONAL MATERIALS	216.73
D45072	101	180 00	E.I.A. (ECONOMIC IMPACT AID)	GALLEGOS, CARLOS	D22212 REIMB INSTRUCTIONAL MATERIALS	16.12
D45075	101	175 00	E.C.I.A. CHAPTER 1	GILLETTE, LOUISE	D22214 REIMB INSTRUCTIONAL MATERIALS	48.94
D45078	101	178 00	DRUG FREE SCHOOLS	HODGKINS, APRIL	D22217 REIMB INSTRUCTIONAL MATERIALS	51.52
D45083	101	178 00	DRUG FREE SCHOOLS	HERNANDEZ, LUPE	D22219 REIMB INSTRUCTIONAL MTAERIALS	33.32
D45086	101	187 00	S.I.P. (SCHOOL IMPROVEMENT PR KINNEN, ELLEN		D22221 REIMB FOR CHILD CARE SERVICES	37.50
D45088	101	178 00	MENTOR TEACHER PROGRAM - SUPP KNUDSEN, RICK		D22223 REIMB INSTRUCTIONAL MATERIALS	269.41
D45090	101	178 00	MENTOR TEACHER PROGRAM - SUPP KNUDSEN, RICK		D22224 REIMB INSTRUCTIONAL MATERIALS	661.60
D45133	101	184 00	S.I.P. (SCHOOL IMPROVEMENT PR LANAR, KERI		D22109, CONF 3/2-3/95 1 EMP	170.00
D45134	101	190 00	S.I.P. (SCHOOL IMPROVEMENT PR BERNDT, JUDY		D22108 CONF 5/12-13/95 1 EMP	65.00
D45137	101	178 00	S.I.P. (SCHOOL IMPROVEMENT PR MORENO, TERESA		D22104 CONF 5/11-13/95 1 EMP	229.60
D45138	101	178 00	EARLY MENTAL HEALTH PRIMARY I NELSEN, GREGG		D22103 CONF 4/28/95 1 EMP	110.00

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D45139	101 178 00	E.C.I.A. CHAPTER 2	JONES, JANAYE	D22112 CONF 3/15/95 1 EMP	87.40
D45140	101 196 00	VOCATIONAL EDUCATION ACT PL94 CATA, DR. GLEN CASEY, HEAD		D22099 CONF 6/18-21/95 2 EMP	349.20
D45141	101 196 00	VOCATIONAL EDUCATION ACT PL94 QUALITY SUITS		D22100 CONF 6/18-21/95 2 EMPS	418.00
D45142	101 185 00	E.C.I.A. CHAPTER 1	AVELLINO, ANITA	D22203 CONF. 9/27/95 1 EMP	150.00
D45143	101 190 00	S.I.P. (SCHOOL IMPROVEMENT PR D'ANGELO, GREG		D22111 CONF 5/2-9-16/95 1 EMP.	100.00
D45144	101 190 00	S.I.P. (SCHOOL IMPROVEMENT PR DAREL HANEN		D22110 CONF 5/2-9-16/95 1 EMP	100.00
D45147	101 176 00	S.I.P. (SCHOOL IMPROVEMENT PR LYNELL GRAY		D22101 CONF 5/6-7/95 1 EMP	275.00
D45148	101 176 00	S.I.P. (SCHOOL IMPROVEMENT PR WENDY KERBY		D22102 CONF 5/6-7/95 1 EMP	360.72
D45149	101 178 00	E.C.I.A. CHAPTER 2	JONES, JANAYE	D22113 CONF 94/95 WORKSHOPS 1 EMP	348.73
D45150	101 178 00	E.C.I.A. CHAPTER 2	JONES, JANAYE	D22114 CONF. 94/95 WORKSHOPS 1 EMP	124.88
D45151	101 178 00	EARLY MENTAL HEALTH PRIMARY 1 COOKE, MELVA		D22115 CONF 4/28/95 1 EMP	63.00
D45152	101 178 00	E.C.I.A. CHAPTER 1	SOCIAL STUDIES SCHOOL SERVI	D22076 PAYMENT FOR INV. #5384-56	221.01
D45234	101 180 00	E.I.A. (ECONOMIC IMPACT AID)	LEARNING SERVICES	D22226 INSTRUCTIONAL MATERIALS	2,707.37
D45272	101 197 00	VOCATIONAL EDUCATION ACT PL94 EMBASSY SUITES		D22118 CONF 6/95 3 EMPS	1,402.50
D45279	101 197 00	VOCATIONAL EDUCATION ACT PL94 CATA CONFERENCE DR. G. CASE		D22119 CONF 6/19-24/95 3 EMPS	514.80
D45282	101 183 00	E.C.I.A. CHAPTER 1	WRIGHT GROUP, THE	D22117 CONF 8/22-25/95 8 EMPS	1,501.00
D45287	101 183 00	E.C.I.A. CHAPTER 1	WRIGHT GROUP, THE	D22116 CONF 7/11-13-20-21/95 3 EMPS	632.00
D45288	101 183 00	E.C.I.A. CHAPTER 1	WRIGHT GROUP, THE	D22124 CONF 8/22-23/95 3 EMPS	474.00
D45289	101 183 00	E.C.I.A. CHAPTER 1	WRIGHT GROUP, THE	D22125 CONF 8/23-25/95 4 EMPS	948.00
D45290	101 197 00	VOCATIONAL EDUCATION ACT PL94 NORWOOD, ROBERT		D22122 CONF 5/5-6/95 1 EMP	259.71
D45291	101 196 00	SB 1882-CA PROFESSIONAL DEVEL MEYERETT, CHARLES		D22126 CONF 5/11-14/95 1 EMP	397.50
D45292	101 187 00	E.C.I.A. CHAPTER 1	MILLER, LIZ	D22127 CONF 5/23/95 1 EMP	26.40
D45453	101 186 00	SB1274 RESTRUCTURING/PLANNING CA DEPT OF ED CASHIERS OFFI		D22130 CONF. 8/10-12/95 8 EMPS.	885.00
D45472	101 186 00	SB1274 RESTRUCTURING/PLANNING ANAHEIM HILTON & TOWERS HOT		D22131 CONF 8/10-12/95 8 EMPS	1,090.20

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DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D45508	101	182 00	S.I.P. (SCHOOL IMPROVEMENT PR	CAROLYN BOLZ	D22138 CONF 6/26-27-28/95 1 EMP	237.00
D45512	101	197 00	SB 1882-CA PROFESSIONAL DEVEL	SAN DIEGO MARRIOTT	D22134 CONF 8/4-6/95 2 EMP	552.50
D45513	101	197 00	SB 1882-CA PROFESSIONAL DEVEL	JOSTENS RENNAISSANCE	D22135 CONF 8/4-6/95 2 EMP	350.00
D45514	101	196 00	SB 1882-CA PROFESSIONAL DEVEL	VETRUS, MARIANN	D22133 CONF 2/23-25/95 1 EMP	85.30
D45520	101	187 00	E.C.I.A. CHAPTER 1	SOCIAL STUDIES SCHOOL SERVI	D22188 PYMT FOR ITEMS ON P.O. 84866	168.82
D45521	101	178 00	DRUG FREE SCHOOLS	RAGUZI, ALEXANDER GERMAINE	D22152 PROF SERV AT JMS 5-16-95	200.00
D45523	101	178 00	DRUG FREE SCHOOLS	MISSION BELL ELEMENTARY	D22151 REIMBURSE FOR SUPPLIES	144.50
D45526	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR	RCC DANCE TOURING ENSEMBLE	D22155 PROF SERV AT PED 4-28-95	200.00
D45536	101	178 00	TOBACCO USE PREVENTION EDUCAT	BUH, RAEANN	D22233 REIMB SUPPLIES	48.68
D45542	101	178 00	NON-AGENCY ACYF HEADSTART	KLAWITTER, ANGIE	D22239 REIMB SUPPLIES	80.53
D45544	101	178 00	MENTOR TEACHER PROGRAM - SUPP	FREEMAN, DAVE	D22240 REIMB SUPPLIES	107.59
D45554	101	178 00	ESEA T-VII BILINGUAL EDUC ACT	PORTER, SONIA	D22165 REIMBURSE FOR SUPPLIES	1.19
D45556	101	178 00	ESEA T-VII BILINGUAL EDUC ACT	PORTER, SONIA	D22166 REIMBURSE FOR SUPPLIES	26.38
D45571	101	178 00	TOBACCO USE PREVENTION EDUCAT	STEVENS, DOUG	D22171 REIMBURSE FOR SUPPLIES	86.45
D45572	101	178 00	ESEA T-VII BILINGUAL EDUC ACT	LOPEZ, LUPE	D22172 REIMBURSE FOR SUPPLIES	14.04
D45574	101	178 00	MENTOR TEACHER PROGRAM	MARTINEZ, DORA	D22173 REIMBURSE FOR SUPPLIES	31.82
D45576	101	184 00	E.C.I.A. CHAPTER 1	WHEELER, JOHN	D22174 REIMBURSE FOR SUPPLIES	168.97
D45579	101	178 00	TOBACCO USE PREVENTION EDUCAT	SMITH, VERA	D22175 REIMBURSE FOR SUPPLIES	32.25
D45609	101	178 00	ESEA T-VII BILINGUAL EDUC ACT	MENDEZ, LUZ	D22177 REIMB SUPPLIES	60.00
D45610	101	178 00	DRUG FREE SCHOOLS	TABER, DEBBIE	D22178 REIMB SUPPLIES	37.49
D45613	101	178 00	EARLY MENTAL HEALTH PRIMARY I	RICE, LISA	D22181 REIMB MILEAGE	63.00
D45614	101	178 00	TOBACCO USE PREVENTION EDUCAT	SANCHEZ, ALMA	D22176 REIMB SUPPLIES	48.10
D45616	101	178 00	ESEA T-VII BILINGUAL EDUC ACT	LOPEZ, LUPE	D22183 REIMB SUPPLIES	57.86

FUND TOTAL

27,707.45

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D45008	102	178	00	BECKMAN, TERESA	D22006 MILEAGE	18.45	
D45013	102	178	00	COTTRELL, JEANNA	D22011 MILEAGE	10.84	
D45019	102	178	00	EVANS, CINDY	D22017 MILEAGE	62.70	
D45027	102	178	00	RIVERSIDE CO. OFFICE OF EDU	D22096, CONF. 5/19/95 3 EMPS-RCOE	60.00	
D45135	102	178	00	SANDERS, CAROL	D22107 CONF 4/28/95 1 EMP	9.72	
D45136	102	178	00	TUNDIDOR, MADELIN	D22105, CONF 4/28/95 1 EMP	10.80	
D45145	102	178	00	CINDY EVANS	D22106 CONF 4/28/95 1 EMP	34.65	
D45198	102	178	00	BURTON, SHERRY	D21799 REIMB INSTRUCTIONAL MATERIALS	34.44	
D45293	102	178	00	JENSEN, KATHI	D22121 CONF MAY 1995 1 EMP	126.85	
D45410	102	178	00	SANDERS, CAROL	D22129 CONF 5/11-12/95 1 EMP	39.60	
D45411	102	178	00	EVANS, CINDY	D22120 CONF APR./MAY 1995 CONF. 1 EM	139.17	
D45537	102	178	00	JENSEN, KATHI	D22234 REIMB SUPPLIES	16.59	
D45539	102	181	00	KNIGHT, LORI	D22236 REIMB SUPPLIES	90.31	
D45540	102	178	00	JENSEN, KATHI	D22237 REIMB SUPPLIES	56.34	
FUND TOTAL						710.46	
TOTAL NUMBER OF DISBURSEMENTS						14	
D45051	103	178	00	GEN SUPPORT TRANS-HOME TO SCH MOTOR SERVICE	D22064 POSTAGE & HANDLING FOR MAGAZI	14.00	
D45076	103	178	00	S8813 INSTRUCTIONAL MATERIAL GIBB, KEITH	D22215 REFUND OF LOST TEXTBOOK	6.50	
D45079	103	178	00	S8813 INSTRUCTIONAL MATERIAL HAMMER, JAY	D22218 REFUND FOR RETURNED BOOK	21.00	
D45560	103	178	00	GEN SUPPORT TRANS-HOME TO SCH SARTOR, HENRY	D22169 REIMBURSE SCRAP METAL/AUTO WA	14.42	
FUND TOTAL						55.92	
TOTAL NUMBER OF DISBURSEMENTS						4	

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# RIVERSIDE REGIONAL EDUCATION DATA CENTER

REPORT: APS/APS550/01  
 RUN DATE: 06/02/95  
 PAGE: 9

COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 05/13/95 - 06/02/95  
 PURCHASES OVER \$1

## DISBURSEMENT ORDERS

REF	FUND LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D45535	420 177 11	FACILITIES ACQUISITION - CAPI	ADKAN ENGINEERS	D22232 PROF SERVICES	442.00
				FUND TOTAL	442.00
				TOTAL NUMBER OF DISBURSEMENTS	1
D45528	700 178 00	STATE PRESCHOOL AB-451	MORENO, TERESA	D22156 REIMBURSE FOR REFRESHMENTS	64.60
				FUND TOTAL	64.60
				TOTAL NUMBER OF DISBURSEMENTS	1
D45043	800 178 00	SELF-CONTAINED CLASSROOM	TELLEZ, JAMIE	D22056 REFUND OF TEXTBOOK DEPOSIT	15.00
D45073	800 178 00	SELF-CONTAINED CLASSROOM	GONZALEZ, ROCIO	D22213 REFUND OF TEXTBOOK DEPOSIT	15.00
D45077	800 178 00	SELF-CONTAINED CLASSROOM	GUY, NATHAN	D22216 REFUND OF LOST TEXTBOOK	15.00
				FUND TOTAL	45.00
				TOTAL NUMBER OF DISBURSEMENTS	3
D45552	979 178 00	GEN SUPPORT DISTRICT ADMIN IN DAVID TAUSSIG AND ASSOC., I	D22231 PROF SERVICES		554.34
				FUND TOTAL	554.34
				TOTAL NUMBER OF DISBURSEMENTS	1
				188 DISBURSEMENTS OVER	\$1.00 FOR A TOTAL AMOUNT OF 110,579.62
				0 DISBURSEMENT ORDERS UNDER	\$1.00 FOR A TOTAL AMOUNT OF .00
				188 DISBURSEMENT ORDERS	FOR A GRAND TOTAL OF 110,579.62
				TOTAL PURCHASES	255,891.62

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 pg 9

RECOMMEND APPROVAL:

*Pamela D. [Signature]*  
 DIRECTOR OF BUSINESS SERVICES

**Jurupa Unified School District**

**1994/1995 AGREEMENTS**

<b>AGREEMENT NUMBER</b>	<b>CONTRACTOR</b>	<b>AMOUNT</b>	<b>FUND/PROGRAM TO BE CHARGED</b>	<b>PURPOSE</b>
<b>95-1</b>	<i>Consultant or Personal Service Agreements</i>			
95-1-RRRRR	Carmel Acosta-Cooper	\$5,000.00	Title VII	Evaluator for Title VII Project POWER for 1994/1995 school year
95-1-SSSSS	Rosa Isela Perez	\$7,500.00 Travel NTE \$3,853.00	Title VII	Provide training to Title VII project teacher for 1995/1996 school year
95-1-TTTTT	John McIntosh	NTE \$10,000.00	Dist. Adm. Inst. Support - Utilities	Perform repairs and installations to District telephone system for 1995/1996 school year
95-1-UUUUU	Cheryl Cohen	\$200.00	Inst. Supplies	Inservice on "The Challenges Facing Education In Our Multicultural Environment" to staff of Jurupa Valley High School
95-1-VVVVV	Robert Austin	\$120.00	Inst. Supplies	Inservice on "Conflict Resolution" to Jurupa Valley High School campus supervisors
95-1-WWWWW	Riverside Arts Foundation	\$370.00	SIP	Woodwind performance for students and staff of Granite Hill Elementary School
95-1-XXXXX	Len Perdue	\$3,500.00	Head Start	Independent appraisal services to establish fair market value/rental value for non-federal in-kind contributions as per Head Start federal regulations
95-1-III-M1	Let's Do It Productions	\$450.00	SIP	Increase original contract amount of \$300.00 to \$450.00 to include additional performance
95-1-YYYYY	Ron Pacheco	\$200.00	SIP	Performance of traditional Mexican dances for Cinco de Mayo celebration at West Riverside Elementary School

AGREEMENT NUMBER	CONTRACTOR	AMOUNT	FUND/PROGRAM TO BE CHARGED	PURPOSE
95-6	<i>Student Teaching Agreements</i>			
95-6-D	Chapman University	NA	NA	7/1/95 - Ongoing
95-8	<i>Other Agreements</i>			
95-8-P	University of California, Riverside	NA	NA	Comprehensive Teacher Education Institute (CTEI) for middle schools for 1995/1996 school year
95-8-Q	Jurupa Area Recreation and Park District	NA	NA	Summer food service program to provide lunches for the children of the Jurupa Area Recreation and Park District. All costs to be paid by the Food and Nutrition Services of the United States Department of Agriculture

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892

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

RE/dc  
6/19/95

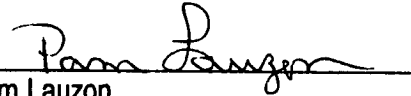
JURUPA UNIFIED SCHOOL DISTRICT

MONTHLY PAYROLL DISBURSEMENTS

June 19, 1995

<u>MAY PAYROLL</u>	<u>MONTHLY</u>	<u>HOURLY</u>	<u>TOTAL PAYMENT</u>
CERTIFICATED	\$ 3,443,451.47	\$ 404,307.13	\$ 3,847,758.60
CLASSIFIED	\$ 368,952.85	\$ 650,553.56	\$ 1,019,506.41
BOARD MEMBERS	\$ 3,277.14	- 0 -	\$ 3,277.14
YOUTH EMPLOYMENT PROGRAM	- 0 -	\$ 2,337.52	\$ 2,337.52
	TOTAL MAY PAYMENT		\$ 4,872,879.67

RECOMMEND APPROVAL:

  
Pam Lauzon  
DIRECTOR OF BUSINESS SERVICES

**Jurupa Unified School District**

**RESOLUTION NO. 95/21  
AUTHORIZE APPROPRIATION TRANSFERS  
WITHIN THE GENERAL AND LOTTERY FUNDS**

WHEREAS, Education Code Section 42600 requires approval of the majority of school district governing board members for the transfer of funds between expenditure classifications;

WHEREAS, it sometimes becomes necessary to transfer funds from one expenditure classification to another during the course of the fiscal year in order to meet educational objectives, and after the board has approved the original budgets;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Jurupa Unified School District hereby authorizes the transfer of funds among expenditure classification for the 1995/96 fiscal year, without additional submission to the Board, when the following conditions apply: 1) The transfer is \$200 or less; 2) The transfer is between expenditure classifications; and, 3) The transfer is considered appropriate by the responsible administrator and is approved by the Director of Business Services.

---

Mary L. Burns  
Clerk of the Board

---

Date

**Jurupa Unified School District**

**RESOLUTION NO. 95/22  
AUTHORIZE APPROPRIATION TRANSFERS  
FOR CATEGORICALLY FUNDED PROJECT BUDGETS**

WHEREAS, Education Code Section 42600 requires approval of the majority of school district governing board members for the transfer of funds between expenditure classifications;

WHEREAS, there is no undistributed reserve or amount designated for economic uncertainties for categorical funding;

WHEREAS, the funding of categorical programs is determined by the donor, or funding authority, in order to meet specific program objectives as defined in the application for funding;

WHEREAS, IT SOMETIMES becomes necessary to transfer funds from one expenditure classification to another during the course of the funding year in order to meet program objectives, and after the Board has approved the original budgets;

NOW, THEREFORE, BE IT RESOLVED that in order to provide for expenditures of these funds in a timely manner, the Board of Education of the Jurupa Unified School District hereby authorizes transfer of funds among expenditure classifications in categorically funded projects for the 1995/96 fiscal year without additional submission to the Board, when such transfers are considered necessary by the appropriate program administrator and the Director of Business Services.

---

Mary L. Burns  
Clerk of the Board

---

Date



**RIVERSIDE COUNTY OFFICE OF EDUCATION**

**RESOLUTION FOR EXPENDITURE OF EXCESS FUNDS - 95/24**

WHEREAS the governing board of the Jurupa Unified School District has determined that income in the amount of \$58,816 is assured to said district in excess of amounts previously budgeted, as is reflected on the attached page (Part 1), and

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

NOW THEREFORE BE IT RESOLVED that pursuant to Section 42602 of the Education Code of California, such excess funds to be appropriated according to the schedule on the attached page (Part II).

Approved:

DALE S. HOLMES  
Superintendent  
Riverside County Office of Education

This is an exact copy of resolution  
adopted by the governing board at a  
regular meeting on June 19, 1995.

\_\_\_\_\_  
Clerk or Authorized Agent

By: \_\_\_\_\_

Jurupa Unified School District  
**NON-ROUTINE STUDENT FIELD TRIP/EXCURSION - REQUEST FOR APPROVAL**

DATE(S): June 22-23, 1995  
LOCATION: Visalia, California (Jostens Production Plant)  
TYPE OF ACTIVITY: Tour of the production plant  
PURPOSE/OBJECTIVE: To have the editors understand the production of the year-book. Additionally, they can visit the plants library to start next year's book.  
NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) \_\_\_\_\_  
Vince Rosse (adviser) Pam Rosse (volunteer) Terry Bourne (volunteer)


EXPENSES:	Transportation	\$ <u>141.00</u>	Number of Students	<u>11</u>
	Lodging	\$ <u>0</u>		
	Meals	\$ <u>220</u>		
	All Other	\$ <u>0</u>		
TOTAL EXPENSE		\$ <u>361</u> <del>220</del>	Cost Per Student	<u>33.00</u> <del>20.00</del>
			(Total Cost ÷ # of Students)	

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

Source	Expected Income	Income Now On Hand
Student supplied funds	<u>361.00</u> <del>220.00</del>	<u>0</u>
_____	_____	_____
_____	_____	_____
TOTAL:	\$ <u>361.00</u> <del>220.00</del>	<u>0</u>

Arrangements for Transportation: District vehicle and personal vehicle  
Arrangements for Accommodations and Meals: Lodging paid by Jostens. Meals paid by student  
Planned Disposition of Unexpended Funds: Returned to the student

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

Signature: Vince Rosse  Date: 5/24/95 School: Rubidoux H.S.  
(Instructor)

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

Approvals: Principal:  Date: 6/6/95  
Date approved by the Board of Education  Date: \_\_\_\_\_

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

(L-8)

Jurupa Unified School District  
**NON-ROUTINE STUDENT FIELD TRIP/EXCURSION - REQUEST FOR APPROVAL**

DATE(S): August 18 - 24, 1995

LOCATION: Phoenix, Arizona

TYPE OF ACTIVITY: VFW National Drill & Color Guard Championships

PURPOSE/OBJECTIVE: Curriculum-in-Action (Drill & Ceremonies)

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) ASI - Col. Carroll,  
AASI - Chief Cohens

EXPENSES:	Transportation	\$ 500.00	Number of Students	<u>22</u>
	Lodging	\$ 2000.00		
	Meals	\$ 500.00		
	All Other	\$		
	<b>TOTAL EXPENSE</b>	<b>\$ 3000.00</b>	<b>Cost Per Student</b>	<b><u>\$140</u></b>
			<b>(Total Cost ÷ # of Students)</b>	

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

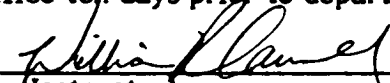
Source	Expected Income	Income Now On Hand
<u>JROTC ASB ACCOUNT</u>		<u>3,000.00</u>
<b>TOTAL:</b>	<u>\$</u>	

Arrangements for Transportation: District Vans

Arrangements for Accommodations and Meals: \_\_\_\_\_

Planned Disposition of Unexpended Funds: \_\_\_\_\_

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

Signature:  Date: 6-2-95 School: Rubidoux High School  
(Instructor)

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

Approvals: Principal:  Date: 6/2/95  
Date approved by the Board of Education  Date: \_\_\_\_\_

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

(L-9)



Jurupa Unified School District  
**NON-ROUTINE STUDENT FIELD TRIP/EXCURSION - REQUEST FOR APPROVAL**

**DATE(S):** August 21-25, 1995  
**LOCATION:** Lake Arrowhead, California (Camp Tearbook)  
**TYPE OF ACTIVITY:** Instructional camp for the editors  
**PURPOSE/OBJECTIVE:** For the editors to learn new techniques in the production of the yearbook. To develop new themes for our yearbook. To share with the staff  
**NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.)** Vince Rosse (adviser) Terry Bourne (Jostens representative)


<b>EXPENSES:</b>	Transportation	\$ 30 (approx)	Number of Students <u>11</u>
	Lodging	\$ 660	
	Meals	\$ 660	
	All Other	\$ 0	
<b>TOTAL EXPENSE</b>		<b>\$ 1330</b>	<b>Cost Per Student <u>120.00</u></b> (Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
<u>Student generated</u>	<u>1330</u>	<u>0</u>
<b>TOTAL:</b>	<b>\$ 1330</b>	<b>0</b>

Arrangements for Transportation: District vehicle  
Arrangements for Accommodations and Meals: by students through Jostens  
Planned Disposition of Unexpended Funds: Returned to the students

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

Signature: Vince Rosse  Date: 5/24/95 School: Rubidoux H.S.  
(Instructor)

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

Approvals: Principal:  Date: 6/6/95  
Date approved by the Board of Education  Date:  

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

(L-11)

**Jurupa Unified School District**

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

**DATE(S):** August 3 - August 10

**LOCATION:** Honolulu, Hawaii

**TYPE OF ACTIVITY:** Recreational activities

**PURPOSE/OBJECTIVE:** To reward players for the dedication to the basketball  
program

**NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.)** Gary Clem, Head Coach, Julie Hines, Assistant Coach, Rosa Marmolejo, Kathy Quinton, Steve Markins, Parents

<b>EXPENSES:</b>	Transportation	\$ 3,600	Number of Students	12
	Lodging	\$ 1,365		
	Meals	\$ 1,200		
	All Other	\$ 1,025		

**TOTAL EXPENSE**      \$ 7,200

**Cost Per Student** 600.00  
(Total Cost ÷ # of Students)

1/2 raised through fund-raising.

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

Source	Expected Income	Income Now On Hand
Car Washes	\$1,500	
Canly Sales	\$1,500	
Other	\$ 600	\$1,500
<b>TOTAL:</b>	<b>\$3,600</b>	

**Arrangements for Transportation:** flight - LAY - Honolulu (local transportation)

**Arrangements for Accommodations and Meals:** Meals prepared at economy hotel

### Planned Disposition of Unexpended Funds:

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

Signature: [Signature] Date: 6/7/90 School: SURUDA VALLEY  
(Instructor)

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

Approvals: (Signature) Principal: [Signature] Date: 6/7/95

Date approved by the Board of Education

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

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

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Jurupa Unified School District  
**NON-ROUTINE STUDENT FIELD TRIP/EXCURSION - REQUEST FOR APPROVAL**

**DATE(S):** June 23-25, 1995  
**LOCATION:** Riverside, California  
**TYPE OF ACTIVITY:** Camp Rosse (Editor's retreat)  
**PURPOSE/OBJECTIVE:** Develop teamwork and start the production of the 1996 yearbook  
**NAMES OF ADULT SUPERVISORS** (Note job title: principal, volunteer, etc.) Vince Rosse (adviser)  
Pam Rosse (volunteer)


<b>EXPENSES:</b>	Transportation	\$ <u>0</u>	Number of Students <u>11</u>
	Lodging	\$ <u>0</u>	
	Meals	\$ <u>0</u>	
	All Other	\$ <u>0</u>	
	<b>TOTAL EXPENSE</b>	<b>\$ <u>0</u></b>	<b>Cost Per Student <u>0</u></b> (Total Cost ÷ # of Students)

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



Source	Expected Income	Income Now On Hand
<u>N/A</u>		
<b>TOTAL:</b>	<b>\$ <u>0</u></b>	

Arrangements for Transportation: Personal vehicles  
Arrangements for Accommodations and Meals: Yearbook trust funds  
Planned Disposition of Unexpended Funds: Returned to the yearbook trust

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

Signature: Vince Rosse  Date: 5/24/95 School: Rubidoux H.S.  
(Instructor)

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

Approvals: Principal:  Date: 6/6/95  
Date approved by the Board of Education  Date: \_\_\_\_\_

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

Comprehensive Teacher Education Institute (CTEI)  
General Assurances

The signature of the authorized agent on the Acceptance Form acknowledges that general assurances will be observed.

1. Program and services shall be in compliance with Title VI and Title VII of the Civil Rights Act of 1964, the California Fair Employment Practices Act, and Chapter 4 (commencing with Section 30) of Division 1 of Title 5, California Administrative Code. A statement of compliance with Title VI of the Civil Rights Act of 1964 has been filed with the Superintendent of Public Instruction.
2. Program and services shall be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972.
3. Programs and services shall be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services shall be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for handicapped persons shall be in compliance with the Education for All Handicapped Children Act of 1975, Section 613 (a) and Section 504 of the Rehabilitation Act of 1973.
6. When federal funds are made available, they will be used so as 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.
7. All state statutes, regulations, program plans, and applications applicable to each program under which state funds are made available through this application will be met by the applicant agency in its administration of each program, and the undersigned is authorized to file these assurances for such applicant agency.
8. The local agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state funds paid to that agency under each program.
9. The agency shall make reports to the state agency or board as may reasonably



be necessary to enable the state agency or board to perform their duties and will maintain such records and provide access to those records as the state agency or board deem necessary. Such records shall include, but 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 the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used.

10. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
11. Auditable records of each participating school program will be maintained on file at the district office. (5 CCR 3944)
12. For LEA's the district board of trustees has adopted written procedures to ensure prompt response to complaints from parents, members of advisory committees, and members of other groups, within 30 days, and has disseminated these procedures to parent/community groups in the district. (5 CCR 3951)
13. Any funds under any applicable program, which pursuant to paragraph (1), are available for obligation and expenditure in the year succeeding the fiscal year for which they were appropriated shall be obligated and expended in accordance with any program plan or application submitted by such educational agencies or institutions for such program for such succeeding fiscal year.

"Obligations" are the amounts of orders placed, contracts and subgrants awarded, services received, and similar transactions during a given period, which will require payment during the same or future period.

Jurupa Unified School District  
Education Services

**ELEMENTARY RETENTIONS**  
**1994/95**

SCHOOL	K	1	2	3	4	5	6	TOTAL
Camino Real	0	0	0	0	0	0	0	0
Glen Avon	0	0	0	0	0	0	0	0
Granite Hill	0	0	0	0	0	0	0	0
Ina Arbuckle	0	1	0	1	0	1	0	3
Indian Hills	2	0	0	0	0	0	0	2
Mission Bell	5	1	2	0	1	0	0	9
Pacific Avenue	0	0	0	0	0	0	0	0
Pedley	0	1	0	0	0	0	0	1
Rustic Lane	0	0	0	0	0	0	0	0
Sky Country	5	2	0	0	1	0	0	8
Stone Avenue	2	0	0	0	0	0	0	2
Sunnyslope	0	0	0	0	0	0	0	0
Troth Street	0	0	0	0	0	0	0	0
Van Buren	0	0	0	0	0	0	0	0
West Riverside	0	0	0	0	0	0	0	0
TOTAL	14	5	2	1	2	1	0	25

# California Safe Schools Assessment School Crime Reporting Form

01145

SCHOOL NAME \_\_\_\_\_

REPORTING MONTH

DISTRICT NAME \_\_\_\_\_

☐ JAN ☐ FEB ☐ MAR ☐ APR ☐ MAY ☐ JUN

C.D.S. CODE -  
(C.D.S. Codes are available in the California Public Schools Directory)

☐ JUL ☐ AUG ☐ SEP ☐ OCT ☐ NOV ☐ DEC

SCHOOL LEVEL: ☐ Elementary ☐ Middle/Intermediate/Jr. High ☐ High ☐ District Program ☐ County Program

<b>D A T E</b>	DATE INCIDENT OCCURRED:	<b>T I M E</b>	<input type="checkbox"/> School hours/activity <input type="checkbox"/> Non-school hours/activity	<b>L O C A L E</b>	<input type="checkbox"/> On campus <input type="checkbox"/> On school bus <input type="checkbox"/> Off campus/school-sponsored event <input type="checkbox"/> Directly to and from school
	____/____/____ mth day year				
<b>C R I M E (S)</b>	<b>Check only one box:</b> (except as noted for arson)				
	<b>Drug and Alcohol Offenses:</b> <input type="checkbox"/> Use of Alcohol/Drugs <input type="checkbox"/> Possession of Alcohol <input type="checkbox"/> Possession of Drugs <input type="checkbox"/> Possession of Paraphernalia <input type="checkbox"/> Possession of Alcohol/Drugs for Sale <input type="checkbox"/> Sale and/or Furnishing of Alcohol/Drugs				
	<b>Crimes Against Persons:</b> <input type="checkbox"/> Assault with a Deadly Weapon <input type="checkbox"/> Battery <input type="checkbox"/> Homicide <input type="checkbox"/> Robbery/Extortion <input type="checkbox"/> Sex Offense(s) <b>Other:</b> <input type="checkbox"/> Bomb threat <input type="checkbox"/> Destructive/Explosive Devices <input type="checkbox"/> Loitering/Trespassing <input type="checkbox"/> Possession of Weapon(s)				
	<b>Property Crimes:</b> <input type="checkbox"/> Arson (over \$100) <input type="checkbox"/> Burglary (any \$ amount) <input type="checkbox"/> Graffiti (over \$100) <input type="checkbox"/> Theft (over \$50) <input type="checkbox"/> Vandalism (over \$100)				
<b>COST</b> In the case of a property crime, please estimate the cost of the crime to the district: \$ _____					
Was a weapon involved in the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No					
If yes, check the type of weapon used: <input type="checkbox"/> Knife <input type="checkbox"/> Gun <input type="checkbox"/> Other					
Were alcohol/drugs involved in the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No					
<b>V I C T I M (S)</b>	Complete Victim Description(s) below when a "Crime Against a Person" has occurred. If more than two victims, please complete this information on additional forms and <u>staple all forms</u> related to the same incident together.				
	<b>VICTIM #1</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Victim is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Certificated employee <input type="checkbox"/> Classified employee <input type="checkbox"/> Other	<b>VICTIM #2</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Victim is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Certificated employee <input type="checkbox"/> Classified employee <input type="checkbox"/> Other			
	<b>SUSPECT</b> If the suspect(s) is/are unknown, check here <input type="checkbox"/> ; otherwise, complete a column for <u>each</u> suspect. If more than four suspects, please complete this information on additional forms and <u>staple all forms</u> related to the same incident together.				
	<b>SUSPECT #1</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<b>SUSPECT #2</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<b>SUSPECT #3</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	<b>SUSPECT #4</b> <input type="checkbox"/> Male <input type="checkbox"/> Female The Suspect is a: <input type="checkbox"/> Student at this school <input type="checkbox"/> Non-student	
<b>C E R T.</b>	I certify that the information contained in this incident report is true and correct to the best of my knowledge.				
Signature of Site Admin/Program Admin/Designee _____ Print or Type Name _____ Telephone Number _____					